Mission of the University

The mission of the University of Puget Sound is to excel nationally as a primarily undergraduate institution effectively blending the liberal arts with selected professional programs. Puget Sound shall remain small in size, its student body predominantly residential, its community and programs increasingly multicultural, its faculty and staff committed above all to personalized education and teaching quality.

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 United States Department of Education.

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

Chemistry by the American Chemical Society
Education by the National Council for Accreditation of Teacher Education
Music by the National Association of Schools of Music
Occupational Therapy by the Accreditation Council for Occupational Therapy Education
Physical Therapy by the American Physical Therapy Association
University of Puget Sound
1997-1998 Bulletin

The information contained in this Bulletin is current as of March 1997.
Changes may be made at any time.
Consult the Office of the Registrar for the most up-to-date information.
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2
THE UNIVERSITY

The University of Puget Sound, established in 1888 by what is now the United Methodist Church, is governed today by a wholly independent Board of Trustees.

The University's primary goal is to provide an outstanding liberal arts undergraduate program. The academic program, enrolling approximately 2,675 students, is based on a core curriculum for all students and includes a wide selection of majors in the liberal arts. Undergraduate professional programs integrated with the liberal arts are available in business, music, and occupational therapy. The University also provides small distinctive graduate programs in education, occupational therapy, and physical therapy.

Faculty and Students

The University's faculty and Board of Trustees support a program committed to comprehensive liberal learning and academic excellence. 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 manner that nurtures critical thinking. The school has a full-time teaching faculty of approximately 210. Students benefit greatly from the fact that classes are taught by career faculty members who welcome students not only into their classrooms but also into the scholarly community of the campus.

The University is large enough to offer the advantages of technological advancements and a rich array of programs, but small enough to preserve a relaxed, friendly atmosphere. Students come to Puget Sound with diverse backgrounds and interests from every state in the nation and from several foreign countries.

The University welcomes students, faculty, and staff of all religious faiths and racial and ethnic groups. The small size of the student body, the residential campus, and the commitment of the faculty to intensive, rigorous education create a highly engaging experience in liberal learning.

The Academic Program

Through its undergraduate core curriculum, as well as through each of its liberal arts and professional programs, the University of Puget Sound stands committed to providing a liberal education to last a lifetime. Such an education should enable students to shift careers and to assume ever greater responsibilities as new opportunities arise in a changing world. It should enable them, as well, to lead interesting, enriching, and personally satisfying lives, at the same time ensuring that they contribute significantly as individuals to the leadership and moral improvement of society. To these ends, the faculty has selected the following goals to emphasize in the undergraduate curriculum: (1) the ability to think logically, analytically, and independently; (2) the ability to communicate clearly and effectively, both orally and in writing; (3) the ability to learn on one's own; (4) breadth of learning in the form of familiarity with a variety of academic fields and potential interests; (5) depth of knowledge in a single field in order to know a sense of the power that comes with learning; (6) an understanding of the interrelationships among the various fields of knowledge and the significance of one discipline for another; (7) the development of a system of personal values; and (8) informed appreciation of self and others as part of a broader humanity in the world environment.

Interdisciplinary Study at Puget Sound

Some of the most exciting developments in higher education are occurring at the intersections of traditional subject-matter. Discoveries of new knowledge and understanding by teachers and students who work across disciplinary lines enrich course offerings and research projects at Puget
The University

Sound. Many individual courses, the core curriculum, and several major and minor programs emphasize an interdisciplinary perspective. This interdisciplinary emphasis permits faculty to combine their particular strengths and creates an array of innovative team-taught courses.

The following interdisciplinary programs are available. Descriptions of each can be found in the "Courses of Study" section of this Bulletin.

\[
\begin{array}{lll}
\text{Majors} & \text{Minors} & \text{Core Curriculum Programs} \\
\text{Asian Studies} & \text{African American Studies} & \text{Honors} \\
\text{Business Leadership Program} & \text{Environmental Studies} & \text{Humanities} \\
\text{Foreign Languages and} & \text{Latin American Studies} & \text{Science in Context} \\
\text{International Affairs} & \text{Women Studies} & \\
\text{International Political Economy} & & \\
\text{Natural Science} & & \\
\text{Special Interdisciplinary Major} & & \\
\end{array}
\]

Writing at Puget Sound

At Puget Sound, writing lies at the heart of the liberal arts education. From Prelude, the new student orientation program where students engage in intensive reading and writing as they warm up for their academic work, through the senior thesis or other significant writing projects in the major, students learn to write as a way of thinking, learning, and communicating.

In numerous ways, the University supports and encourages writing in all disciplines. Based on the motto that every writer needs a reader, the Center for Writing and Learning, staffed by faculty and peer tutors, assists students at every level no matter where they are in the writing process. Writing Excellence Awards recognize and reward good writing in all disciplines. Faculty receive curriculum development grants to work on sequencing and assigning writing in the major. In addition, they attend workshops on how to help students become better writers and on how to become better teachers of writing.

Co-curricular activities offer numerous ways for students to participate in the writing process — peer writing advisor positions in the Center for Writing and Learning; writing for The Trail, the student newspaper; Tamanawas, the yearbook; CrossCurrents, the literary magazine; and Transformations, a journal of service learning. Puget Sound students also publish their work in community newspapers, bulletins, and newsletters, in professional journals, and in University publications.

Student Research at Puget Sound

The University of Puget Sound offers many opportunities for students to engage in research, whether in the natural sciences, in the social sciences, or in the humanities. Most major programs of study either require or provide the option for a research-based thesis in the senior year. In addition, capstone seminars in the major are a staple of Puget Sound education. In these seminars, students research and write major papers and present their findings to their peers. Every Spring the campus enjoys many public presentations of theses and research projects. In some majors, students also present their research findings at regional and national conferences. The faculty are actively committed to thoughtful mentoring of the intellectual growth of students. The careful structuring of the major so that seniors engage in active research, collaboration, and presentation results in graduates thoroughly prepared for graduate or professional school or for the mature responsibilities of professional-level employment. The University supports students' research not only through the curriculum but also through summer research grants and stipends, a wide array of first-rate scientific equipment, excellent library resources, and unrestricted access to information technology.

Study Abroad

Recognizing the importance of intercultural understanding in liberal education, the University of Puget Sound offers a wide choice of study abroad programs. Students may choose to study abroad
The University

for a full academic year, for a semester, during Winter break or in summer in sponsored programs, exchanges with foreign universities, or programs made available by the Institute for European/Asian Studies. Program locations include Argentina, Australia, Austria, Central America, Chile, China, Crimea, Ecuador, England, France, Germany, Italy, Japan, The Netherlands, Scotland, Spain, Taiwan, and Wales. The University of Puget Sound also mounts the Pacific Rim/Asia Study-Travel program under which students travel and study in several Asian countries over a nine-month period.

 Academic Honor Societies
Puget Sound students are eligible for 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 elects members from liberal arts fields of study only, recognizing those students whose programs demonstrate 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.

Students also may be elected to a number of discipline-specific honor societies at the University.

The Campus
The campus—95 acres of lawn and woodland with 37 buildings—features Tudor Gothic architecture with its distinctive red-brick pattern of arches and porticoes. Located in Tacoma's residential North End, the campus is convenient to Tacoma's waterfront, Point Defiance Park, and downtown Tacoma. In addition, the campus is 35 miles from Seattle and within reasonable traveling distance to Portland, Oregon and Vancouver, British Columbia.

Cultural Life
The University has long been one of Tacoma's prominent educational and cultural centers providing a wide array of cultural opportunities to the campus and the surrounding community.

Inside Theatre
Director and Artist in Residence: Scott Weldin
The Inside Theatre Season offers a wide range of dramatic literature annually through several productions of the highest quality: a major production is mounted each term, various guest artists from the contemporary world of performance are scheduled throughout the year, and junior one-acts and the senior festival complete the season.

The School of Music
Arts Coordinator: Margaret Thorndill
The School of Music enriches the cultural life of the campus and community through performances, recitals, workshops, master classes, and colloquia given by faculty, students, visiting soloists, University ensembles, and guest artists. The Jacobsen Series is a sequence of solo and chamber music recitals performed by faculty members from the School of Music. Master classes are presented throughout the school year by visiting artists. Student ensembles include the University Symphony Orchestra, String Orchestra, Wind Ensemble, Band, Jazz Band, Adelphian Concert Choir, Chorale, Dorian Singers, Opera Theatre, and chamber music groups.

Kittredge Art Gallery
Director: Greg Bell
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. Exhibiting artists regularly present public lectures on their work.
Baccalaureate Degree

James R. Slater Museum of Natural History
Director: Dennis R. Paulson
The James R. Slater Museum of Natural History is a research and teaching collection located in the University's Thompson Science Hall. In it are collected, preserved, and catalogued over 65,000 specimens of mammals, birds, reptiles, amphibians, and plants native to the Pacific Northwest and other parts of the world. The museum serves Puget Sound students and faculty, the community, and other scientists worldwide through visits, loans, and the Biodiversity website. The museum is a member of the Association of Systematics Collections.

Co-curricular Activities
Liberal learning beyond the classroom comprises a significant portion of collegiate experience. Life outside the classroom provides many opportunities to learn to solve problems logically, navigate differences of viewpoint, and communicate effectively.

Many co-curricular activities are available to students: A student may choose to participate in student government; join one of the many departmental or student clubs, play on a sports team for fun or in competition, participate in intercollegiate forensics tournaments, sing with the Adelphians, play in the Jazz Band, the University Symphony Orchestra, or one of the many chamber music ensembles, try out for an Inside Theater role or work on the technical aspects of a production, serve on the staff of a student publication or the campus radio station, take part in a significant community service project, participate in diversity training, attend the many presentations by guest speakers on campus, and attend the myriad of films, dances, and entertainment provided by the Associated Student Body, Residential Hall Association, and fraternities and sororities. Other important features of the co-curriculum are less structured, such as an informal chat with a professor in the Student Union or spontaneous discussions of issues in a residence hall lounge.

The co-curriculum advances Puget Sound's educational mission by expecting students to live from a personal system of values, to create a community of civility and care, and to initiate resolutions to problems. As students invest themselves in campus life they experience the accomplishment and balance that come with taking charge of their education and their time.

THE BACCALAUREATE DEGREE

Completion of the baccalaureate degree at Puget Sound requires three important elements: study in the Core curriculum, study in a major field of emphasis, and study in exploratory and complementary elective courses. The Core curriculum is the center of the undergraduate experience at Puget Sound and fulfills four objectives: (1) to improve each student's grasp of the intellectual tools necessary for the understanding and communication of ideas; (2) to enable each student to understand herself or himself as a thinking person capable of making ethical and aesthetic choices; (3) to help each student comprehend the intellectual dimensions of history, human society, and the physical world; and (4) to increase each student's awareness of his or her place in those broader contexts. Students choose from a set of courses in eleven Core areas, developing over four years an understanding of the liberal arts as the foundation for a lifetime of learning.

University Core Requirements
Each candidate for the first baccalaureate degree shall have completed the following core. Courses listed in each Core category are those which fulfill the requirement in the 1997-1998 academic year.
<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Description</th>
<th>Requirement</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication I</strong></td>
<td>one</td>
<td>A course in the development and practice of written expository composition.</td>
<td>To be taken during</td>
<td>EDUC 110, ENGL 101, HIST 100B, 100C, HON 101, HUM 110, 111, 112, 113,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the first year.</td>
<td>PHIL 100A</td>
</tr>
<tr>
<td><strong>Communication II</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option A (one unit)</td>
<td></td>
<td></td>
<td>To be taken during</td>
<td>CTA 101, 104, 202, 204</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>the first year.</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option B (two units)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two courses of the same modern foreign</td>
<td>two</td>
<td></td>
<td>Two semesters of</td>
<td>CHIN 101/102, 201/202, 301/302; FREN 101/102, 201/202, 230, 240, 250,</td>
</tr>
<tr>
<td>language which are taught in the target</td>
<td></td>
<td></td>
<td>the same modern</td>
<td>270, 301, 311, 402, 403, 404, 480; GERM 101/102, 201/202, 230, 231,</td>
</tr>
<tr>
<td>language, or two semesters of the same</td>
<td></td>
<td></td>
<td>foreign language</td>
<td>250, 301, 311, 402, 403, 404, 480; GRK 101/102, JAPN 101/102, 201/202,</td>
</tr>
<tr>
<td>classical language, preferably to be taken</td>
<td></td>
<td></td>
<td>taught in the</td>
<td>301/302; LAT 101/102, SPAN 101/102, 201/202, 230, 240, 250, 301, 311,</td>
</tr>
<tr>
<td>in the first year.</td>
<td></td>
<td></td>
<td>target language or</td>
<td>402, 403, 404, 480</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>two semesters of</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>the same classical</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>language.</td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Mathematical Reasoning</strong></td>
<td>one</td>
<td></td>
<td>To be taken during</td>
<td>CSCI 161, 261, HON 213, MATH 103, 121, 122, 221, 232, 257, 258, 271,</td>
</tr>
<tr>
<td>(one unit)</td>
<td></td>
<td></td>
<td>the first year.</td>
<td>PHIL 172, 273</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Natural World</strong></td>
<td>two</td>
<td></td>
<td>To be taken during</td>
<td>BIOL 101, 102, 104, 111, 112, CHEM 102, 110, 111, ENVR 105, GEOL 101,</td>
</tr>
<tr>
<td>(two units)</td>
<td></td>
<td></td>
<td>the first two</td>
<td>102, 104, 105, 110, 111, 151, HON 212, PHYS 105, 106, 107, 109, 110,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>years.</td>
<td>111, 112, 121, 122, 205, 299</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>International Studies</strong></td>
<td>one</td>
<td></td>
<td>To be taken during</td>
<td>BPA 270, CSOC 240, ECON 162, HIST 283, LAS 100, PG 202, 203, 341,</td>
</tr>
<tr>
<td>(one unit)</td>
<td></td>
<td></td>
<td>the second year.</td>
<td>PLEC 201</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
### Baccalaureate Degree

#### Science in Context
(one unit)
A course portraying the interrelationships among scientific disciplines, and giving context to scientific knowledge by relating it to other forms of understanding. Students are required to have completed the Natural World core requirements before enrolling in a Science in Context core course.

<table>
<thead>
<tr>
<th>SCXT 310, 314, 320, 325, 328, 330, 345, 350, 360</th>
</tr>
</thead>
</table>

#### Comparative Values
(one unit)
A course to develop an understanding of the process of making value judgments and the traditions which condition such judgments.

| BPA 407  
 CLSC 302  
 CSOC 460, 470  
 CTA 440  
 ENGL 375, 376, 377, 378, 379, 380  
 FL 380, 393, 395  
 HIST 309, 333, 348, 355, 360, 375  
 HON 401  
 HUM 302, 305, 306  
 PG 344  
 PHIL 343, 382, 386, 388  
 REL 301, 302, 360  
 SPAN 401 |
|------------------------------------------------|

#### Fine Arts
(one unit)
A course to develop an understanding of artistic expression.

| ART 275, 276, 277, 278, 329  
 CTA 270, 271, 275  
 ENGL 220, 267  
 FL 300  
 HON 206  
 MUS 100, 220, 221, 222, 230, 274, 275, 276 |
|------------------------------------------------|

#### Historical Perspective
(one unit)
A course to develop understanding of the historical process and the relationship of the present to the past.

| ASIA 144, 150  
 CLSC 211, 212  
 CSOC 215, 344  
 ECON 221  
 HIST 101, 102, 152, 153, 211, 212, 217, 230, 231, 245, 247, 256, 280, 281  
 HON 210  
 HUM 201  
 REL 104, 106, 200, 253, 271 |
|------------------------------------------------|

**To be taken during the third year.
Must be taken at Puget Sound.**
### Humanistic Perspective (one unit)
A course to develop an understanding of human existence as perceived by major thinkers.

| To be taken at any time during the undergraduate years. | CLSC 222, 230  
CSOC 212  
ENGL 230, 234, 235, 236, 238, 239, 255  
FL 390  
HIST 255  
HON 211  
HUM 200, 206, 208  
PHIL 106, 215, 252  
REL 101, 102, 107, 220, 233 |

| To be taken at any time during the undergraduate years. | CSOC 102, 103, 200, 304, 316, 330  
CTA 442  
ECON 152, 175, 176, 199  
HIST 374  
HON 214  
PG 201, 204  
PSYC 281 |

### Society (one unit)
A course to develop an understanding of cultural, social, economic, or political systems through the use of analytical tools.

Revisions may alter this list. Important note: Specific courses applicable to the Core are subject to change. Students should check the Class Schedule each semester to verify the current courses applicable to the Core.

The following prefixes are used to denote schools, departments, and programs.

| ART | Art Department |
| ART | Art Department |
| ASIA | Asian Studies Program |
| BIOL | Biology Department |
| BPA | School of Business and Public Administration |
| CHEM | Chemistry Department |
| CHIN | Chinese (Foreign Languages and Literature) |
| CLSC | Classics Program |
| CRDV | Career Development |
| CSCI | Computer Science (Mathematics and Computer Science) |
| CSOC | Comparative Sociology Department |
| CTA | Communication and Theatre Arts Department |
| ECON | Economics Department |
| EDUC | School of Education |
| ENGL | English Department |
| ENVIR | Environmental Studies |
| FL | Foreign Languages and Literature Department |
| FREN | French (Foreign Languages and Literature) |
| GEOL | Geology Department |
| GRK | Greek (Foreign Languages and Literature) |
| HIST | History Department |
| HON | Honors Program |
| HUM | Humanities Program |
| JAPN | Japanese (Foreign Languages and Literature) |
| LAS | Latin American Studies Program |
| LAT | Latin (Foreign Languages and Literature) |
| LC | Learning Center |
| MATH | Mathematics (Mathematics and ComputerScience) |
| MUS | School of Music |
| OT | School of Occupational Therapy |
| PE | Physical Education Department |
| PG | Politics and Government Department |
| PHIL | Philosophy Department |
| PHYS | Physics Department |
| PLEC | Political Economy Program |
| PSYC | Psychology Department |
| PT | School of Physical Therapy |
| REL | Religion Department |
| SCXT | Science in Context |
| SIM | Special Interdisciplinary Major |
| SPAN | Spanish (Foreign Languages and Literature) |
| WMST | Women Studies Program |
Baccalaureate Degree

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.

All degree requirements must be completed prior to the awarding of the degree. Degrees are awarded on three degree dates each year: May, August, and December.

Each student is subject to (a) degree requirements published in the Bulletin at the time of graduation, or (b) to degree requirements applicable at the time of matriculation, or (c) to degree requirements listed in any Bulletin published between the student’s matriculation and graduation, provided that no more than six years separate matriculation and graduation. Students should be aware that specific courses applicable to the Core will fulfill the Core requirements only during the semester(s) that they are officially listed in a Bulletin or class schedule.

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.

Students entering the University with advanced standing should complete the following minimum core requirements at the University of Puget Sound:

1) Students entering with sophomore standing should complete in residence courses in International Studies, Science In Context, Comparative Values, and two additional core areas.

2) Students entering with junior standing or above should complete in residence courses in Science In Context, Comparative Values, and two additional core areas.

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 first baccalaureate degree candidates who have been recommended by their department in recognition of outstanding achievement in the major. Only ten percent of a department's graduates will receive Honors in the Major.

**The Dean's List**

Full-time undergraduate students seeking their first baccalaureate 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 indication will appear on the student's permanent academic record.

**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. Courses counting toward the major may not be taken pass/fail unless they are mandatory pass/fail courses.

**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. A student may not major and minor in the same department. Courses counting toward the minor may not be taken pass/fail unless they are mandatory pass/fail courses.

**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.
# Baccalaureate Degree

## Degrees Offered

### Bachelor of Arts with a Major in
- Art
- Asian Studies
- Business Administration
- Chemistry
- Communication
- Comparative Sociology
- Economics
- English
- Foreign Language (French, German, Spanish, and Foreign Language/International Affairs)
- History
- International Political Economy
- Mathematics
- Music
- Philosophy
- Physical Education
- Physics
- Politics and Government
- Psychology
- Religion
- Special Interdisciplinary Major
- Theatre Arts

### Bachelor of Science with a Major in
- Biology
- Chemistry
- Computer Science
- Computer Science/Business
- Economics
- Geology
- Mathematics
- Natural Science
- Occupational Therapy
- Physical Education
- Physics
- Special Interdisciplinary Major

### Bachelor of Music
- Elective Studies in Business
- Music Education
- Performance

### Minors Offered
- African American Studies
- Art
- Asian Studies
- Biology
- Business Administration
- Chemistry
- Classics
- Communication
- Comparative Sociology
- Computer Science
- Economics
- English
- Environmental Studies
- Foreign Language (Chinese, French, German, Japanese, Spanish)
- Geology
- History
- Latin American Studies
- Mathematics
- Music
- Philosophy
- Physical Education
- Physics
- Politics and Government
- Psychology
- Religion
- Theatre Arts
- Women Studies

*Note: Students interested in graduate degree programs in Education, Occupational Therapy, or Physical Therapy should write to the Director of Admission, University of Puget Sound, 1500 North Warner, Tacoma, WA 98416.*
Courses of Study

AFRICAN-AMERICAN STUDIES

Co-Directors: William Haltom, Politics and Government; Hans Ostrom, English

Advisory Committee: Michelle Birnbaum, English; Nancy Bristow, History; Tim Hansen, English; Martyr Kingston, Comparative Sociology (on leave Spring 1998); Juli McGruder, Occupational Therapy; A. Susan Owen, Communication and Theatre Arts

The African-American Studies Program is an interdepartmental program. The program focuses on African-American experiences, but it also recognizes that other academic subjects bear importantly on the understanding of these experiences and should have a place in the African-American Studies curriculum. The African-American Studies Program aims to complement the current curriculum by introducing students to African-American experiences through a variety of disciplinary lenses; by preparing students for life in a world and nation increasingly multi-cultural; and by alerting students to local, regional, and national issues and problems that will affect their lives.

Requirements for the Minor

A minor in African-American Studies requires five units, two of which must be at the 300-level or above.

1. Humanistic perspectives: 2 units

Always applicable to African-American Studies Minor
- ENGL 375, Topics in African-American Literature: The Harlem Renaissance
- ENGL 482, Twentieth-Century African American Literature
- HIST 355, African American Women in American History
- HIST 367, Slavery, Civil War, and Reconstruction
- HIST 376, African American Intellectual History
- MUS 221, Jazz History

Applicable to African-American Studies Minor when they emphasize African-American writing
- ENGL 340, Literary Genre: Poetry
- ENGL 341, Literary Genre: Drama
- ENGL 342, Literary Genre: Prose
- ENGL 343, Literary Genre: Non-Fiction
- ENGL 360, Major Authors
- ENGL 485, Literature and Gender

2. Social-scientific perspectives: 2 units

- CSOC 213, Urban Communities
- CSOC 215, Race and Ethnic Relations
- CSOC 309, Population Demography: America and South Africa
- CSOC 344, Slavery and Freedom
- PG 311, The Politics of Identity: Race and Gender in American Politics
- PG 314, Bureaucracy and Public Policy
- PG 315, Law and Society
- PG 316, Civil Liberties
- PG 319, Local Politics
- PSYC 281, Social Psychology
3. Race in Context: 1 unit
Courses in this grouping have no obvious racial content but invite students to see the materials of the course from an African-American perspective. This course will function as a capstone course for the minor. The student will negotiate an extra project to which the African-American Studies committee and the instructor of the course must agree. This extra project may involve a regularly scheduled paper or other submission that the student agrees to expand or enhance to meet the expectations of the committee, consistent with the time and flexibility available to the instructor. This extra project may instead involve an additional paper or submission to be graded by the instructor. Negotiation of the capstone project must occur before the student begins the course. Students will present their projects, or portions thereof, at an annual gathering sponsored by the African-American Studies program.

CTA 322, Television Criticism
CSOC 103, Social Problems
CSOC 305, Language, Culture, Society and Power
CSOC 353, Ideology and Power
ECON 218, American Economic History
ECON 241, Urban Economics
ENGL 208, Writing and Culture
ENGL 447, Studies in 19th Century American Literature
ENGL 449, Studies in 20th Century American Literature
HIST 152, Survey of United States History to 1877
HIST 153, The United States Since 1877
HIST 255, American Intellectual History to 1865
HIST 256, American Intellectual History Since 1865
HIST 280, Colonial Latin America
HIST 281, Modern Latin America
HIST 351, Colonial America to 1763
HIST 359, The United States in the 1960s
PG 313, American Constitutional Law
PG 322, Latin American Political Systems
SCXT 320, Science and Social Stereotypes

Notes
1. Students and/or instructors may propose substitute courses to the advisory committee and the co-directors, but approval of such courses should be obtained before the course is taken.

2. A student may apply only two major courses to the minor in African-American Studies. Applying African-American Studies courses to satisfying core-curriculum requirements is not restricted. All students interested in pursuing a minor in African-American Studies should begin by discussing their plans with the co-directors and appropriate members of the Advisory Committee.
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 eight exhibitions are held each academic year in the galleries.

Our studio areas are well equipped for an institution of our size, and our course offerings include ceramics, foundations, 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 and international competitive museum exhibits as well as in regional and local shows.

Courses in art history cover the surveys of Western, Asian, and modern art history, with upper division (300-400 level) studies in Ancient, Medieval, Renaissance and Baroque, and American, and several areas of Asian art history.

Requirements for the Major

BA Degree/Art Studio Emphasis

1. Completion of seven studio Art courses, specifically ART 101; 102; 109; 147; 251; 265; and 281;
2. Completion of any three of the four art history courses, specifically ART 275, 276, 277, 278;
3. Satisfactory participation in the Senior Show and the Senior Seminar.
4. At least four of the required Art courses must be completed at Puget Sound.

Note: The Department would like to call the attention of Studio Art majors to PHYS 107, Light and Color, which is strongly recommended. 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, 494 and four of the following: 278, 360, 361, 362, 363, 364, 365, 366, 367, and 368. At least four of the required Art courses must be completed at Puget Sound.

2) Completion of two units in Modern Languages. ART 275, 276 may be waived for students with exceptional preparation by petition and permission of advisor(s).

Advisors: Professors Fields and Nagy.

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

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. At least three of these units must be completed at Puget Sound.

Art History Emphasis
Completion of the six units listed as required: ART 275, 276, 277 or 278, two art history units at the 300 level, and ART 494. At least three of these units must be completed at Puget Sound.

Note: Courses more than 10 years old will not be applied to an Art Major or Minor.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

101 2-D Foundations  This course is a study of the visual language in 2-dimensional media. Emphasis is on the theory and practice of composing visual statements in painting, drawing, and computer media. Available for non-art majors. Offered each semester.

102 3-D Foundations  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. Offered each semester.

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. Available to non-Art majors. Offered each semester.

146/246 Introduction to Ceramics/Intermediate Ceramics: Japanese Techniques  This course will cover the same basic material as Ceramics 147; approximately the same projects and assignments will be assigned. The course will be distinguished by a special emphasis on Japanese techniques (our normal techniques are largely derived from Japanese models), and the emphasis will be extended to compare the general concepts of ceramics as practiced in the two cultures. An important component of the course will be a workshop during the 4th and 5th weeks that will examine in depth one aspect of great importance in Japanese culture and ceramics, namely the influence of Zen Buddhism and the tea ceremony. The workshop will be sponsored by Madame Mutsuko Miki and demonstrations will be conducted by professional Japanese potters. Offered only in Summer Session.

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. Offered each semester.

209 Figure Drawing  This course is an analytical study of the human form using a variety of drawing media and working exclusively from the model. Prerequisite: Art 109. Offered every other year; next offered Spring 1998.

210 Intermediate Drawing  This course builds on the skills developed in Art 109, Drawing, and addresses drawing issues in composition, tonal drawing, visual memory, scale, and mixed media. Prerequisite: Art 109. Offered every other year; not offered 1997-1998.
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. Offered each semester.

251 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 and 109 for art majors and minors; open to students not majoring in art with permission of the instructor. Offered each Fall semester.

255 Drawing and Painting the Figure This course combines painting and drawing techniques in studying depiction of the human figure. Studio problems range from anatomical drawing to large scale, multi-figure paintings. Prerequisites: ART 101 and 251. Not offered 1997-1998.

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. Usually offered every semester.

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 from the end of Impressionism to the present. Focus is on major personalities and movements, with considerations of the technical, cultural and intellectual influences which contribute to the development of twentieth century art expressions. Satisfies the Fine Arts core requirement. Usually offered every semester.

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 in Asia, as viewed through the Fine Arts. Satisfies the Fine Arts core requirement.

281 Printmaking Introduction to intaglio techniques, woodcut serigraphy and stone lithography. Materials fee. Prerequisites: Art 101 and 109. Offered Fall semester.

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. Offered each semester.
329 Introduction to Spanish Art The aim is to present the students with a global picture of the History of Spanish Art that may enable them to formulate a general set of ideas about the subject. For each topic in the course, students will be provided with outlines and other supplementary materials (i.e., graphic reproductions, basic vocabulary, etc.) that may be studied prior to the lecture so as to render it more accessible. Lectures will be complemented with the projection of slides of the subject matter in question. Visits and field trips to various sites of Spanish art and architecture will also be scheduled. Satisfies Fine Arts core requirement. Offered only as a part of the ILACA Spain Program.

332 Museums and Monuments This course attempts a comprehensive survey of London's monuments and museums which with the help of their objects and artifacts provides us with a knowledge of British history. It also tells the story of the maidens and the men, the myths and the mutinies which have contributed to the fabric of the London you see today. Offered only as part of the ILACA London Program.

336 English Landscape Painting: 1500 to the Present This course will be a chronological study of English painting from the Tudor period to the present. The great eighteenth and nineteenth century masters of landscape painting will be studied in detail, and the course will also survey the use of landscape in the following period/movements: Tudor, Elizabethan and Stuart; the Eighteenth Century and Genre Painting; Pre-Raphaelite and other Victorian painting; Twentieth Century including the urban landscape. 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 every other year; not offered 1997-1998

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 every other year; offered Spring 1998.

351 Intermediate Painting The course material builds upon the skill developed in ART 251, Painting, and addresses painting issues in technique, form, and expression. Students are encouraged to develop their aesthetic preferences for subject and painting media. Prerequisite: ART 251. Offered every other year; not offered 1997-1998.

352 Figure Painting The study and practice of perceiving the human figure singly and within various environmental design constructs using the painting media of acrylic and/or oil. Paintings will be derived from direct observation of the model. Prerequisites: ART 109, 251 or permission of instructor. ART 209, Figure Drawing, recommended. Offered every other year; next offered Spring 1998.

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 and 109 for art majors; permission of instructor for non-art majors. Offered only in Summer Session on an occasional basis.

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. Offered every other year; offered Fall 1997.

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 AD. Emphasis on the cultural and political significance of architecture and art in early Italy. Offered every other year; not offered 1997-1998.

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. Offered every other year; offered Spring 1998.

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. Usually offered every other year; not offered 1997-1998.

364 Italian Renaissance and Baroque This course is designed as a survey of Italian Renaissance and Baroque painting, sculpture, and architecture, beginning with the origins of 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. Offered every other year; offered Fall 1997.

365 Northern Renaissance and Baroque This course is a survey of Renaissance and Baroque painting, sculpture, and architecture in northern Europe and Spain from the 14th to the 18th centuries. Major emphasis will be placed on Renaissance art as it developed outside of Italy. The Baroque style will be traced as it developed in France, Spain, Flanders, and Holland. Usually offered every other year; next offered Fall 1998.


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. Offered every other year; offered Spring 1998.

368 Japanese Art This course is a survey of the visual arts of Japan from the neolithic period to modern times. The course will also examine the social, political, and philosophical atmosphere which shaped these arts. Architecture, sculpture, ceramics, and decorative arts will be discussed, but painting will be emphasized in the later periods. Offered every other year; offered Fall 1997.

382 Experimental Printmaking Studio projects exploring image content. Introduction of the collagraph and photo etching. Work is concentrated in one of the four major print processes: intaglio, silk screen, lithography, woodcut. Materials fee. Prerequisites: ART 101, 109, and 281, or permission of the instructor with portfolio review. Offered Spring semester.

385 Intermediate Photography Intermediate Photography is a course in black and white photography in which the student will work to develop a personal vision and the techniques needed to present that vision. Advanced techniques including archival processing, the Zone System of exposure and alternative methods will be introduced. Prerequisites: ART 101, 109 and 285 or permission of instructor after portfolio review.
Asian Studies

386 Non-Silver Photography Non-silver photography is an intermediate level photography course that expands the skills learned in Beginning Photography. The class will include early photographic processes that helped to lay the foundations for contemporary photography. Van Dyke brown, cyanotype and gum printing will be included in the laboratory instruction. Prerequisites: ART 101, ART 285, or permission of the instructor. Offered every third Spring semester; not offered 1997-1998.

451 Advanced Painting and Drawing The course material addresses issues in large-scale composition, artistic method, and the creative process. Emphasis is placed on making clear visual statements through a coherent body of work. Prerequisites: ART 251 and any intermediate-level painting or drawing course. Usually offered every Fall semester; offered Fall 1997.

494 Seminar in 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 and 276. Offered Spring semester.

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.

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ASIAN STUDIES

Director: Karl Fields, Politics and Government

Pacific Rim/Asia Study-Travel Program Director: Elisabeth Benard
Committee: Suzanne Barnett, History; Christopher Ives, Religion (on leave Spring 1998); John Knutsen, Business and Public Administration (on leave Spring 1998); Heping Liu, Art; Mikiko Ludden, Foreign Languages and Literature; Margaret Nowak, Comparative Sociology; Lo Sun Perry, Foreign Languages and Literature; Stuart Smithers, Religion; Michael Sugimoto, Foreign Languages and Literature; Judith Tyson, Foreign Languages and Literature.

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 1999-2000), 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.
Asian Studies

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 ASIA 144 or 150;

2) Eight units: 6 units from Track I plus 2 units from Track II; or 6 units from Track II plus 2 units from Track I; or Track III—minimum 4 units (at least one 300/400) from Track I and/or Track II plus nine-month Pacific Rim/Asia Study-Travel Program;

3) Two units of Japanese or two units of Chinese from courses listed below under “Language Courses,” or two approved units of another appropriate Asian language. Any variation must be in writing and approved by the Asian Studies Committee;

4) One unit ASIA 489 or approved 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 required. (Note: Track III majors must fulfill the major project requirement by way of the research-project course. ASIA 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. At least six units in the major must be completed in residence at this university. 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 ASIA 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 unit from the major toward the minor in Asian Studies.)

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

There is allowance for variation, as arranged with the Asian Studies Committee. Additionally, a student may count a maximum of 1 unit of Japanese or Chinese or other appropriate Asian language toward the minor. The language unit must come from courses listed below under “Language Courses” or be equivalent, and it cannot substitute for one of the required two “track” courses at the 300/400 level.
Asian Studies

1. Threshold Courses: Interdisciplinary

144 Asian Societies Past and Present  This course is an interdisciplinary introduction to China, India, and Japan in the 20th century as products of their three separate and distinctive traditions. Study of China’s revolution, India’s independence, and Japan’s economic success informs analysis of modern change in East and South Asia with reference to politics, society, economic activity, and ideas. Fundamental to this analysis is understanding of the tenacity of traditional values and cultural patterns. 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 Asian Art
- ART 367, Chinese Art
- ART 368, Japanese Art
- HIST 245, Chinese Civilization
- HIST 247, The Forging of the Japanese Tradition
- HIST 346, China Since 1800: Reform and Revolution
- HIST 347, New China: The Rise of the People’s Republic
- HIST 348, Japan’s Modern Century
- HUM 208, Classics of East Asia
- REL 232, Popular and Philosophical Taoism
- REL 233, Japanese Religious Traditions
- REL 330, Zen and Japanese Culture
- REL 331, Hinduism
- REL 332, Buddhism
- REL 333, Asian Women and Religion

Track II: Social Science

- BPA 371, International Business: Japan and the Developed Countries of Asia
- CSOC 203, Anthropological Study of Religion
- CSOC 316A, Social and Cultural Change
- CSOC 330, Refugees
- ECON 314A, Economic Growth and Development/Asia
- PG 323, Asian Political Systems
- PG 324, Third World Politics
- PG 372, Japanese Political Economy

22
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:

370 Pacific Rim/Asia Study-Travel Program Project This course requires all students common readings and individual projects on Asian life and thought within the discipline of the instructor. Each student initiates a topic and conducts 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 presents the project for critical review by others in the group. This course is taught only as part of the Pacific Rim/Asia Study-Travel Program.

Prerequisites for the Pacific Rim Program

Option A:
- One of the following: HIST 245, 247, 346, 348
- One of the following: REL 233, 330, 331, 332
- One of the following: CSOC 203, 316A, 330
- One of the following: PG 323, 324, 372

or

Option B:
- Three courses, one each from three of the following four categories:
  a. HIST 245, 247, 346, 348
  b. REL 233, 330, 331, 332
  c. CSOC 203, 316A, 330
  d. PG 323, 324, 372

3. Language Courses

CHIN 101/102, Elementary Chinese: Introduction to the Standard Language
CHIN 201/202, Intermediate Chinese
CHIN 301/302, Advanced Chinese
JAPN 101/102, Elementary Japanese
JAPN 201/202, Intermediate Japanese
JAPN 301/302, Third-year Japanese
JAPN 401/402, Fourth-year 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 an approved research seminar in a department participating in the Asian Studies Program, or by the Pacific Rim/Asia Study-Travel research-project course, ASIA 370.

Asian Studies Colloquium

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

About the Department

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

For many students the biology major can be used as preparation for graduate school or professional careers in the health sciences and secondary teaching.

As part of the Thompson Science Complex, the Biology Department maintains close contact between faculty and students through a well-equipped laboratory program and individual research projects. A unique program for the undergraduate is coursework in the techniques of electron microscopy and its application to biological problems. For marine and other animal studies, the department maintains a cooperative agreement with Pt. Defiance Zoo and Aquarium. 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 Bachelor of Science

Completion of a minimum of 16 units of biology and supporting courses to include:

1) Biology core courses: 111, 112, 211, 212, 311 and one unit from the following: 332 or 334;
2) Three additional units in biology numbered from 312 to 496 with at least two of them numbered from 312 to 489;
3) Three units in chemistry: 110, 111 or 230, 250;
4) One unit of mathematics: 121 or 122;
5) Three additional units from the following: CHEM 251 or higher; geology; MATH 122 or higher; CSCI 161 or higher; PHYS 111/112, 121/122.

Requirements for the Minor

Completion of five units of biology to include BIOL 111 and 112, a minimum of one course from the following group (BIOL 211, 212, 311) and two elective units (BIOL 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 101, 102, 104, 207, 497, 498, or 499.
3. CHEM 460, Biochemistry, may be used as an advanced elective in biology.
4. Biology majors are encouraged to participate in the undergraduate research program within the department. Participation in the undergraduate research program includes completion of Junior Seminar (490) and 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 their degree. Students doing research and/or senior thesis must consult with a faculty research advisor and submit a research proposal to the department for approval.
5. Students interested in graduate or professional school are urged to participate in the research program as well as to complete one year of organic chemistry, one year of calculus, one year of physics, and one year of a foreign language.
6. Biology majors who wish to obtain secondary-level teaching certification may do so by satisfying the MAT requirements of the School of Education. Details and requirements may be obtained from the School of Education.
7. 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.
8. To be eligible to graduate with departmental honors, a student must maintain a GPA in accordance with University regulations for such distinction and must complete an independent research project.
9. 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.
10. At least four Biology units of the major, or three Biology units of the minor, must be completed at Puget Sound.
11. BIOL 111 is recommended as the prerequisite for BIOL 221.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

101 Introduction to Biology  This course introduces the organizing principles of biology through a study of selected cellular, organismal, and ecological systems. Relevant topics will be used to illustrate fundamental concepts. The course may have a thematic approach in which the chosen examples relate to a particular topic, such as human health and disease, applications of biotechnology, or environmental problems; the use of a theme topic highlights the interconnection of the various fields of biology and illustrates the complexity of relevant problems. Laboratory is required. Satisfies a Natural World core requirement. Credit for BIOL 101 will not be granted to students who have completed BIOL 111.

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 humans. Major topics in-
Biology

clude 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 on an occasional basis; not offered in 1997-1998.

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 on an occasional basis; not offered in 1997-1998.

111 Principles of Biology A contemporary approach to the major themes of modern biology. Sub-cellular, cellular, genetic, and physiological aspects of biological systems will be explored in the context of the scientific process. Laboratory is required. Satisfies a Natural World core requirement. Students who have received credit for BIOL 101, 102, or 104 may not receive credit for BIOL 111 without prior departmental approval. Offered both Fall and Spring semesters.

112 Diversity of Life This is a lecture/laboratory course designed to acquaint the student with the structures 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 each semester.

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 each semester.

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 110 and 111 or 230); CHEM 250 recommended. Offered each semester.

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; BIOL 221 for BIOL 222. BIOL 221 offered in Fall semester; BIOL 222 offered in Spring semester.

311 Genetics This course will introduce students to the principles of classical and modern genetics. The laboratory will illustrate major concepts in genetics. In addition to the prerequisites listed below, it is recommended that students also take BIOL 212 and CHEM 250 as preparation for this course. Prerequisites: BIOL 111 and 112, CHEM 110 and 111 or 230. Offered each semester.

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

334 Comparative Animal Physiology A study of function at the systems and cellular levels in a variety of animal forms with emphasis on physiological adaptation to different habitats. Laboratory will involve application of various experimental techniques. Prerequisites: BIOL 111, 112, 212. Offered Fall semester only.
350 Microbiology  The biology of the major groups of prokaryotes and viruses is considered in depth in lectures and readings. The laboratory covers basic microbiological techniques and experimental design. Prerequisites: BIOL 212; CHEM 250. 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. Not offered 1997-1998.

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. Not offered 1997-1998.

378 Vertebrate Zoology  A survey of the major groups of vertebrates with emphasis on evolution, adaptation, morphology, ecology, and behavior. Vertebrates of the varied habitats of the Pacific Northwest will be studied in lab and field. Prerequisites: BIOL 111, 112 or equivalent. Offered Spring semester only.

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.

411 Advanced Ecology  This course provides an in-depth examination of current ecological theory and recent research focusing on biological interactions at the community level. Emphasis will be placed on hypothesis testing and the logic of scientific inference. Topics will include scientific methodology, controversies in competition theory, plant-animal interactions, and equilibrium vs. non-equilibrium communities. Prerequisites: BIOL 111, 112, 211 and junior standing. Offered Fall semester only.

434 Neurobiology  An in-depth examination of the biology of nerve cells and nervous systems through lectures and discussion of recent research. Topics will include: cell biology of the neuron, synaptic interactions and the neural bases of learning and memory, the neural circuitry underlying behavior, and developmental neurobiology. Emphasis will be placed on students' oral and written evaluations of scientific literature. Prerequisites: BIOL 111, 212 and permission of the instructor. Offered Fall 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. Offered Spring semester only.

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 Fall semester 1997.

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. Offered Spring semester 1998.

470 Marine Botany  The systematics, ecology and physiology of marine primary producers, with an emphasis on macroalgae (seaweeds), but also including phytoplankton and seagrasses. We will
Business and Public Administration

discuss current literature and conduct field and lab experiments. This course is recommended for students preparing for graduate school in marine biology. Prerequisites: BIOL 111, 112, 211, 212 and junior standing. Not offered 1997-1998.

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 and permission of instructor. 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, write 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 up to 1 unit 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. Prerequisites: BIOL 490 and permission of instructor.

495/496 Independent Study credit, variable up to 1 unit 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, Nat S. and Marian W. Rogers Professor, Director, Business Leadership Program; John A. Knutsen (on leave Spring 1998); Keith A. Maxwell; Roy J. Polley

George Frederick Jewett Distinguished Professor: Paul Huo

Associate Professor: William H. Baarsma

Assistant Professor: Alva Butcher, Director; Mark Fiegner; Lynda Livingston

Visiting Assistant Professor: Jacquelyn Warwick

About the School

The program of the School of Business and Public Administration prepares the student for careers in managed organizations through an interdisciplinary program grounded in the liberal arts. The courses and pedagogy emphasize a problem-solving approach built around the use of case studies. Electives in the humanities and social sciences provide a variety of disciplinary perspectives. This approach to undergraduate business education acknowledges the growing emphasis on breadth and flexibility in global business. Students who plan careers in business and non-profit organizations will be well served by this innovative approach to business education with its focus on critical thinking and communication skills.

The School of Business and Public Administration offers a Bachelor of Arts in Business Administration degree. Within the program, the student may select a variety of courses leading to a General Emphasis or select a more specific track leading to an International Emphasis. Selected students also may meet an emphasis in the Business Leadership Program. 
Cross-disciplinary degrees are offered in conjunction with other departments. The Mathematics and Computer Science Department offers a degree in Computer Science/Business and the School of Music offers one in Music/Business. See the Bulletin section for these departments for additional information.

First-year students matriculating in 1997-1998 who select a business major will complete the degree program outlined below.

Prior degree options in Business Administration, Accounting, and Public Administration will remain available until the students who entered the University as freshmen during the 1995-1996 academic year or earlier have had a normal opportunity to complete their degrees (commonly before the year 2000). For specific course offerings, see the 1995-1996 Bulletin.

The Cooperative Education Program and the Internship Program supplement the curriculum by enabling students to apply concepts and theories to actual working situations.

Requirements for the Major: General Emphasis

Eleven units to include:

1. Preparatory courses: (2 units): ECON 176, MATH 271
2. Foundation Courses (3 units): BPA 210, 211, 212
3. Intermediate Elective (1 unit) to be selected from BPA 320, 321, 322, 323, 324
4. Advanced Electives (4 units):
   Category B (2 units): Students are required to complete two units of coursework outside the School of BPA, from selected courses in the Humanities and Social Sciences. Courses must be pre-approved by the student's academic advisor in consultation with the student regarding educational and career goals. The following is not a complete list, but rather a representative sampling of courses: CTA 350. 360, ENGL 201, 208; HIST 245, 247, 306, 356; CSOC 304; ECON 374, 371, 386; MATH 258; PG 314, 318; PSYC 281, 290.
   Note: Courses used to satisfy these requirements may not also be used to satisfy a University core requirement.

5. Senior integrative seminar: (1 unit) BPA 490
   See "Notes on the Major" below.

Requirements for the Major: International Emphasis

1. The eleven units specified for the General Emphasis.
2. Competency in a modern foreign language through the 202 level.
3. BPA 320 will be selected as the intermediate BPA requirement.
4. An international experience which may or may not be credit bearing.
5. Students selecting the International Emphasis will take a special section of BPA 490.
   See "Notes on the Major" below.

Notes on the Major

1. Two of the foundation courses should be completed before enrolling in an Intermediate Elective; a student must have either taken the foundation course listed as a prerequisite in the Intermediate Elective courses or obtained instructor permission to enroll in the course.
Business and Public Administration

2. ECON 176 and MATH 271 are prerequisites or, minimally, co-requisite requirements for the intermediate elective courses.

3. Courses from the Intermediate Elective list may not be used to satisfy an Advanced Elective requirement.

4. Prior to enrolling in the Senior Integrative Seminar, the student must have completed the three foundation courses, one Intermediate Elective, one advanced BPA elective and one advanced non-BPA elective.

5. To enroll in BPA 320, a student should have completed the International Studies core, preferably BPA 270, or have obtained the permission of the instructor.

6. A cumulative GPA of 2.0 is required for all courses required for the major. Only courses taken at Puget Sound are considered in this GPA.

7. Students should be aware that University policy prevents a student from receiving credit for two courses where the School has determined there is significant overlap of academic content. These courses are so noted in relevant course descriptions.

8. Transfer students choosing to major in the School of BPA should meet with the Director to determine transferability of business courses completed elsewhere.

9. A minimum of five BPA courses towards the major must be completed in residence at Puget Sound, or a waiver requested.

Requirements for the Minor

Five units to include:

1. BPA 210, 211, 212 (3 units)

2. Two upper-division (300-400 level) BPA courses (2 units).

Notes on the Minor

1. A minimum of four BPA courses towards the major must be completed in residence at Puget Sound, or a waiver requested.

2. A cumulative GPA of 2.0 is required for all courses required for the minor within the School of Business and Public Administration. Only courses taken at Puget Sound are considered in this GPA.

3. ECON 176 and MATH 271 are not required for students completing a minor, but are strongly recommended. Students should note that these two courses may also be used to satisfy University Core requirements (Society and Mathematical Reasoning, respectively.)

4. Courses used to satisfy the minor may not also be used to satisfy a University core requirement.

Bachelor of Arts in Business Administration—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. Students receive the Bachelor of Arts in Business Administration degree.

Special application to the Program should be made during a student's senior year in high school.

Additional information is available from the School of Business and Public Administration. Please write directly or request an application form from the Office of Admission when applying to the University. Continued participation in the Program is subject to academic performance as well
as suitable participation in all aspects of the Program.

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

These objectives are fulfilled within a liberal educational environment where, in addition to the 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:
1) Politics and Government (1 unit): PG 201
2) Quantitative (2 units): MATH 271, and one course selected from MATH 121, 122, or 258. Must be taken prior to or concurrently with BPA 211; must be completed before enrollment in BPA 212.
3) Economics (2 units): ECON 175, 199 Must be taken prior to or concurrently with BPA 211; must be completed before enrollment in BPA 212.
4) A one-unit upper-division course which addresses socio-economic change in response to external forces, including advances in technology, science, social structures, etc. A representative sampling includes: CSOC 316, 352; HIST 346, 385; PG 373. The course must be pre-approved by the program director after student consultation with the academic advisor. A course used to satisfy this requirement may not also be used to satisfy a university core requirement.
5) Business and Public Administration (7 units): BPA 210, 211, 212, 407, 490; one unit from BPA 320, 321, 322, 323, 324; one unit from approved upper-division BPA electives; and satisfactory completion of the leadership seminar to include BPA 101, 201, 301, 401 (no credit)
6) Internship (no credit)

BLP students will enroll in special enriched sections of BPA 210, 211, 212, 407, and 490. Prerequisites for enrollment in these sections are completion of the economics and mathematics requirements (see # 2 and #3 above).

Special Considerations for Business Leadership Program students
Once admitted to the Business Leadership Program, students continue as long as they:
   a) Regularly attend BLP seminars: freshman through senior years (Fall)
   b) Regularly meet with their mentor; sophomore through senior years
   c) Maintain a minimum cumulative GPA of 3.0 in all University work. In cases where performance falls below this level, students will have a probationary period to bring the cumulative GPA back up to 3.0 or be dismissed from the Program.

BLP students following the International track will have the foreign language competency and international experience requirements.

For University policy regarding Advanced Placement credit, please see the Admission section of this Bulletin.
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Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

101 Business Leadership Seminar  no credit  The Business Leadership Seminar meets an average of 6-8 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. Not offered 1997-1998.

201 Business Leadership Seminar  no credit  See description for BPA 101.

210 The Environment of Business  This course will introduce students to the external constraints which society places on business activity and behavior in both domestic and international markets. These constraints are usually formalized processes within a judicial system and regulatory agencies. However, in addition to these formal systems, there are the informal but extremely powerful constraints imposed by a society's generally accepted moral beliefs and norms of behavior. Students will explore the relationship between the legal and ethical standards to critically analyze and judge the behavior of owners, managers, and employees.

211 Theories of Organizations and Markets  This course will focus on the examination of human behavior in the context of managed organizations. People's roles will be explored as consumers, employees and leaders. In a changing world environment with increasing global competition, it is essential that managers understand the needs and behaviors of two primary constituencies: the customer as the consumer of goods and the employees as the producers of these goods and services. This places a leadership responsibility on the manager which requires the manager to be mindful of the needs and desires of these constituents.

212 Financial Strategies and Controls  Knowledge of the flow of funds within an organization is essential to its successful management. This course will focus on the structure of financial statements and the skills necessary to analyze and interpret that information. It will examine methods to value cash flows over time and to evaluate the risk associated with those cash flows. Students will gain experience in using financial information in making managerial decisions. Recommended: ECON 176 and MATH 271.

270 Business in the International Context  The overall purpose of the course is to bring students to an awareness of business firms as principal actors in the contemporary international economic/
political/social system. It combines insights from economics, politics and government, law, social psychology and anthropology, with decision-making and organizational theory within the context of the firm faced with rapidly internationalizing markets for both products and factors of production. A second purpose is to introduce students to different theoretical perspectives of the business function and to apply these so as to provide insight into the realities of contemporary global society. The emphasis throughout is on system analysis up to and including analysis of international trade, business environment, and ethics. A term project is required, which will culminate in both oral and written presentations. Satisfies the International Studies core requirement.

301 Business Leadership Seminar  no credit  See description for BPA 101.

320 International Management  This course will focus on the strategies of firms engaged in international product or service offerings. Students will improve their perspectives of global markets and these analytic skills through case analyses. Prerequisites: BPA 210 and completion of International Studies core, preferably BPA 270, or permission of instructor. ECON 176 and MATH 271 are prerequisites or, minimally, co-requisite requirements for majors.

321 Models in Management  The course seeks to apply the basic foundation gained in introductory level courses in business, along with concepts from the social sciences, to an understanding of the structure and function of organizations. It contains elements traditionally included in the principles of management, organizational behavior, organizational theory and strategic management. International dimensions of management models will be integrated into the course including topics such as motivational methods used in other countries, and operations in government constrained environments. Prerequisite: BPA 211 or permission of instructor. ECON 176 and MATH 271 are prerequisites or, minimally, co-requisite requirements for majors. Offered Spring 1998.

322 Strategic Planning in Marketing  This course will focus on the managerial decision-making processes employed by organizations in developing (1) new products and services, (2) promotional strategies, (3) price policies and (4) channel strategies. The course will use cases and/or applied organizational problems to help students improve their analytic powers and communication skills. Prerequisites: BPA 211 or permission of instructor. ECON 176 and MATH 271 are prerequisites or, minimally, co-requisite requirements for majors. Offered Spring 1998.

323 Uses of Financial Information in the Management Process  This course is an introduction to internal uses of financial information to make decisions and achieve control in managed organizations. It is concerned with the economic and managerial use of financial information rather than with the generation of the numbers. It will investigate formal information systems for profit analysis, resource decisions, budgeting and performance evaluation and product costing. The need to make financial plans and to make sound financial decisions arise frequently in both our personal and our professional lives. This course introduces concepts of financial analysis which address this need. Although the course has a business orientation, it is relevant to both business majors and non-majors alike. Prerequisite: BPA 212 or permission of instructor. ECON 176 and MATH 271 are prerequisites or, minimally, co-requisite requirements for majors. Offered Fall 1997.

324 Financial Theory and Models  The objective of this course is to extend and reinforce students' foundation in financial theory. Students will examine key concepts critical to the financial management of U.S. firms operating in a global economy, and will work on projects and cases in which they apply and synthesize these key concepts. Prerequisite: BPA 212 or permission of instructor. ECON 176 and MATH 271 are prerequisites or, minimally, co-requisite requirements for majors. Students who have received credit for BPA 439, Advanced Financial Management, may not receive credit for BPA 324. Offered Fall 1997.
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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. Prerequisite: BPA 211. Recommended: BPA 321.

360 Issues in the Legal Environment of Business  This course provides an in-depth examination of the most common and important legal issues arising from the creation, ownership, and management of modern economic enterprises. Issues included are environmental protection, consumer protection, mergers, white-collar crime, fair competition, insider trading; fiduciary duties of managers and employees, employee privacy, discrimination and sexual harassment. The underlying moral and social policies reflected in the applicable law will be examined. Prerequisite: BPA 210. Not offered 1997-1998.

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 320 or Asian studies major or Foreign Language/International Affairs major and junior or senior standing.

375 Issues in International Business  This seminar will touch upon the following subject areas: modern European political-economic historical development which led to the organization of the European Community; examination of the major institutions of the Community; an analysis of ongoing issues (such as the evolution of a common European currency; a common agricultural policy; a common foreign policy; the harmonization of national laws; establishment of common standards; freedom of movement, residence, and employment). Sessions will also be devoted to an examination of the EC's external relations (political, trade, military) and to European organizational and managerial styles. Prerequisite: BPA 320, or permission of instructor. Not offered 1997-1998.

380 Management in the Public Sector  Basic concepts of management and decision-making in a political environment; how these concepts relate to practical problems faced by public administrators. Case situations, discussions. Prerequisite: BPA 211, or permission of instructor. Not offered 1997-1998.

385 Paradigms of Leadership  This course will examine historical examples of leadership in Classical Greece, medieval Europe, Renaissance Italy, nineteenth-century America, revolutionary Russia, post-World War II Japan, and modern America. Not offered 1997-1998.

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 210 or 211 or 212 or permission of instructor; MATH 271.

407 Professional and Corporate Ethics  Skills of ethical decision making in professional life, including personal values of the professional as well as global issues which have an impact on the profession. Satisfies the Comparative Values core requirement.

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 212, 323, and senior standing. Not offered 1997-1998.
Business and Public Administration

416 Financial Reporting for Private Sector Organizations  An in-depth study of the principles of financial reporting in private sector organizations. Emphasis is on financial reporting and the use of financial data in planning, control and decision making by both internal and external users. Prerequisite: BPA 212. Offered Spring 1998.

417 Financial Reporting and Management Control for Public Sector Organizations  An in-depth study of the principles of financial reporting and concepts of fiscal management in public sector organizations. Emphasis is on financial reporting and the use of financial data in planning, control and decision making. Prerequisite: BPA 212, or permission of instructor. Not offered 1997-1998.

431 Financial Markets  This course covers the operation and structure of financial markets, financial instruments and the major financial and nonfinancial participants in the financial markets. Topics include market efficiency, the role of the Federal Reserve System, the determination and significance of interest rates, and the financial futures markets. Prerequisites: ECON 176; MATH 271; BPA 212, or permission of instructor. Not offered 1997-1998.

432 Investments  Marketable financial papers such as common stock, bonds, preferred stock, options, commodity contracts. These assets, the markets in which they are traded, valuation of the asset, construction of a portfolio of different investments, and the economic factors affecting investment management are analyzed in the course. Prerequisites: ECON 176; MATH 271; BPA 212, or permission of instructor.

435 International Finance  Study of financial management problems which are unique to the multinational firm. Attention focuses on the risks of engaging in multinational business, differences in tax laws, special capital budgeting, and foreign exchange exposure. Prerequisites: ECON 176; MATH 271; BPA 212, or permission of instructor.

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 211.

443 Consumer Behavior  Buyer behavior is concerned with the study of those activities which are related to the pre-purchase, purchase, and post-purchase processes. An in-depth analysis of the components of a specific model of buyer behavior will be made in order to illustrate and integrate theoretical and empirical knowledge in this field. Emphasis will be placed upon the evaluation of the relevance of such data, and the translation of what is learned in the classroom to the solution of real world marketing problems. Prerequisites: BPA 211, 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 322.

451 Organizational Behavior  Study of social and psychological factors and processes affecting human work behavior and performance. Topics covered include roles, communication, motivation, leadership, social influence, and group dynamics. Prerequisites: BPA 211 and 321, or permission of instructor; or Psychology major or Communication major.

469 Operations Management  An introduction to the techniques of planning, analyzing, and controlling an operation. Attention is given to modern trends in manufacturing operations. Qualitative and quantitative methods are discussed. Prerequisites: ECON 176 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
Career Development/Chemistry

firm, except incidentally, but rather on the dynamics of the environments which surround it in international markets. Prerequisites: BPA 320 or permission of the instructor, and junior or senior standing.

490 Senior Integrative Seminar: Case Analysis and Research This capstone course provides an understanding of strategic policy issues. The course provides the student with an opportunity to integrate all of the skills acquired in the prior coursework in a macro-decisionmaking experience. It will have as its primary objective the development of skills in business policy analysis and business strategy formulation using such techniques as writing analyses of cases, preparing formal recommendations to case problems and writing a formal case study on one organization. Students will work independently and in teams to make reasoned judgments and defend those judgments in discussion and case analysis. Special sections of the seminar will be offered for students completing an international emphasis and for the Business Leadership Program. Prerequisites: ECON 176, MATH 271, BPA 210, 211, 212; at least one intermediate elective; and one BPA and one non-BPA advanced elective.

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 develop 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 self-assessment, career exploration and job search strategies including resume writing and interviewing techniques. Course available through the Office of Academic and Career Advising. Pass/fail only.

CHEMISTRY

Professor: William Dasher, Chair; L. Curtis Mehlhaff; Kenneth Rousslang; Thomas Rowland; Anne Wood

Associate Professor: John Hanson

Assistant Professor: Steven Neshyba (on leave Fall 1997)

Visiting Assistant Professor: Samuel Walter Orchard

Instructor: Timothy F. Hoyt

About the Department

The Department of Chemistry at the University of Puget Sound is approved by the American Chemical Society. The program approved 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 four 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 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 110, 230, 250, 251, 340, 341, 342, 420;
4) One-half unit Chemistry elective at the 300 or 400 level;
5) Participation in CHEM 493, Seminar.

**Bachelor of Science Degree**
1) PHYS 121, 122;
2) MATH 121, 122, 221;
3) CHEM 110, 230, 250, 251, 340, 341, 342, 420, 430, 490;
4) One-half unit Chemistry elective at the 300 or 400 level;
5) Participation in CHEM 493, Seminar.

**Requirements for the Minor**
1) CHEM 110, 230, and 250;
2) Two 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. At least four Chemistry units of the major or three Chemistry units of the minor must be completed at Puget Sound.

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**

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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, with a focus on decision-making and the interplay between science and society. Satisfies a Natural World core requirement. Offered only in Summer Session on an occasional basis.

110/111 Fundamental Chemistry I, II  1 unit each  A two-semester, introductory course for liberal arts and science majors. The courses are designed to give a solid introduction to chemical principles while demonstrating the many roles chemistry plays in modern society. The laboratories emphasize reasoning and the methods of science. The first semester emphasizes matter and energy
and covers the topics: subatomic structure, atomic structure, molecular structures, and states of matter. Second semester emphasizes molecular dynamics and covers reaction rates, equilibria, stoichiometry, acids-bases, oxidation-reduction, and electrochemistry. Each satisfies a Natural World Core requirement.

230 Chemical Analysis and Equilibrium  This course in modern analytical chemistry is designed to present the major concepts and techniques used by analytical chemists. Concepts include the following: equilibria in aqueous solutions, stoichiometry of analytical reactions, criteria for choosing appropriate methods, electrochemistry, kinetic methods, and spectrophotometry. Laboratory experiments are designed so that students will become proficient in all of the most important techniques and methods used in the wet-chemical analytical laboratory. Prerequisite: CHEM 110.

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 111, 230 or equivalent.

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  .5 unit  Laboratory experiments emphasizing fundamental instrumentation and theory associated with physical chemistry. Should be taken concurrently with CHEM 341.

345 Chemistry and Physics of Atmospheres  The focus of the course is the reactivity and radiative properties of atmospheric trace gases. These are examined in terms of their effect on the lifetime and fate of airborne pollutants, the global energy budget, and the temperature of the atmosphere. Physical circumstances are also examined, for example the pressure, temperature, and convective stability of air. Such considerations inform an in-depth discussion of human influence on weather and climate, including the effect of greenhouse gases on planetary temperature and albedo, and stratospheric ozone chemistry. The course concludes with a brief survey of other planetary atmospheres and atmospheric evolution. Prerequisites: MATH 221, CHEM 230, PHYS 122. Not offered 1997-1998.

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. Offered every three years; not offered 1997-1998.

360 Chemistry of DNA  .5 unit  This course focuses on the chemical and biochemical techniques used to analyze and manipulate DNA. The topics considered 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. **Prerequisite:** CHEM 251. Offered every three years; not offered 1997-1998.

420 *Inorganic Chemistry* This course presents both theoretical and descriptive material on inorganic chemical compounds, synthetic and reaction strategies for important transformations. Typical topics covered are structure and bonding, inorganic reaction mechanisms, transition metal chemistry, electron deficient compounds, organometallic compounds, and the main group elements. Laboratory experiments illustrate common synthetic and characterization processes for inorganic compounds. **Prerequisites:** MATH 122, CHEM 340, PHYS 122.

430 *Instrumental Analysis* Introduction to basic theory and 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 concurrent registration) or permission of the instructor.

450 *Advanced Organic Chemistry* This course is a continuation of CHEM 251 and 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, Hückel molecular orbital theory, and advanced synthetic design. **Prerequisite:** CHEM 251. Offered every three years; not offered 1997-1998.

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. **Prerequisite:** CHEM 251.

461 *Natural Products* .5 unit Natural products are biologically-derived compounds 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 deals with the history and chemistry of secondary metabolites, including biosynthetic pathways, modern medicinal usages, and synthetic analogues. Class interest will dictate, in part, the examples chosen. **Prerequisite:** CHEM 251. Offered every three years; not offered 1997-1998.

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. Offered every three years; offered Fall 1997.

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 Gemini 300 spectrometer. **Prerequisite:** CHEM 341. Offered every three years; not offered 1997-1998.
Classics

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. Offered every three years; offered Spring 1998.

490 Senior Research Thesis 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 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

Professor: David A. Lupher

Associate 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 BC to the 5th century AD. The program in Classics is designed to present as wide a range of courses as possible in this diverse but fundamentally unified field.

Each of the course offerings in the program attempts to explore cultural phenomena which lie at the root of our own experience. Modern Western languages, literature, philosophy, and history have carried within them the deep grain of a classical past, which is at once surprisingly familiar and intriguingly strange. A person who persists in experiencing the modern world only when it has been 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.

Requirements for the Minor

Track I (Language emphasis): Four courses in either 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. At least three of these courses must be completed at Puget Sound.

Track II (Classical studies emphasis): Six courses in classical civilization or language, two of which must be at the 300 level or above. At least three of these courses must be completed at Puget Sound.
Courses in Classical Civilization

ART 360, Art and Architecture of Ancient Greece
ART 361, Art and Architecture of Ancient Rome
CLSC 210, Greek Mythology
CLSC/HIST 211, History of Ancient Greece
CLSC/HIST 212, Roman History
CLSC 222, Greco-Roman World
CLSC 230, The Classical Tradition
CLSC 301, Greek Tragedy
CLSC 302, Pagans and Christians
HIST 301, Alexander the Great and the Hellenistic World
HIST 308, The City in Antiquity
PHIL 215, Ancient Philosophy
PHYS 299, The History and Practice of Ancient Astronomy

Note: A student may use no more than one unit from his/her major or minor field to fulfill the requirements of the Classics minor. A student may use no more than one unit of his/her Classics minor to fulfill a university core requirement.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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. Next offered Fall 1998.

211 History of Ancient Greece This course will provide a survey of Greek history from the Minoan and Mycenaean era (2nd Millennium BC) to the death of Alexander the Great (323 BC). 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. Crosslisted as 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 survival 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. Crosslisted as 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 Edgar Allan Poe called "the glory that was Greece and the grandeur that was Rome." Why have European and American writers, artists, composers and thinkers so often 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 (such as epic, tragedy, lyric, pastoral) and on themes of perennial human significance (such as underworld journeys, metamorphosis, and the mythical figures Odysseus/Ulysses, Cassandra and Orpheus). We shall also be examining the impact of the classical world upon the other arts, as well as upon European and American intellectual life in general. Satisfies the Humanistic Perspective core requirement. Offered every other year; next offered Spring 1999.

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 BC 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. Offered Spring 1998.

302 Pagans and Christians  This course explores the history and the contemporary vitality of one of the Western world's most dramatic confrontations of major value systems: the struggle between Greco-Roman paganism and Christianity. In addition to studying its origins and early phases, we explore two ways in which this conflict is still very much with us: first, as a major factor determining the shape which Christian values have taken in the post-classical world; secondly, as a regularly revived spiritual choice. The conflict between pagan and Christian values has consistently made and will continue to make a profound contribution to the ways we view such fundamental relationships as those between men and women, human beings and the natural world, and life and death. Satisfies the Comparative Values core requirement. Offered every other year; offered Fall 1997.

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. 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. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. Offered Spring term only.

History

History 301 Alexander the Great and the Hellenistic World  See History 301 in History section. Next offered Fall 1998.

History 308 The City in Antiquity  See History 308 in History section. Offered Spring 1998.

Latin

101 Elementary Latin I  Development of basic reading and writing skills. Offered fall term only.

102 Elementary Latin II  This course is a continuation of 101. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. LAT 102 offered spring term only.
COMMUNICATION AND THEATRE ARTS

Professor: Kristine M. Bartanen; Gary L. Peterson
Associate Professor: David A. Droge; A. Susan Owen, Chair; Raymond Preiss (on leave 1997-1998); Geoffrey Proehl; John Rindo
Assistant Professor: James Jasinski
Visiting Assistant Professor: Jeffrey Kerssen-Griep
Instructor: Daniel Corum; Glenn Kuper; Susan Tjardes
Director of Theatre/Artist in Residence: Scott Weldin
Theatre Costumer: Jeanne Arnold

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 are encouraged to complement their Communication major with a minimum of five courses in a supporting field, selected in consultation with their departmental advisor.

**Theatre Arts** Students interested in studying theatre will complete a sequence of courses designed to introduce them to a variety of methods and processes involved in the study of theatre history, 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 and dramatic productions. Forensic activities include Cross Examination Debate Association (CEDA) debate and a full range of individual speech events. The department also sponsors the Washington Alpha Chapter of Pi Kappa Delta, a national forensic honorary, and Alpha Psi Omega, the national dramatic fraternity. 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 dramatic productions, student-directed plays, and occasionally a summer program. All students are welcome to audition for Inside Theatre productions and to assist in the technical aspects of the productions.
Communication and Theatre Arts

General Requirements for the Major or Minor

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. At least four CTA units of the major, or three CTA units of the minor, must be completed at Puget Sound.

Requirements for the Bachelor of Arts in Communication

1) CTA 202; 204, 301 or 360; 232; 244; 332 or 344;
2) Five units selected through advising from CTA 204, 222, 301, 322, 350, 352, 360, 422, 432, 440, 442, 444, 460, 484, 495, 497, 498;
3) At least one of the five units must be a senior seminar selected from 422, 432, 442, 444, 460, 484;
4) Only one unit from CTA 497 and 498 may be counted toward the major.
5) Communication majors may not use Communication courses to fulfill University Core requirements other than Communication II-A.

Requirements for the Bachelor of Arts in Theatre Arts

1) CTA 110, 210 or 310, 217, 313, 317, 319, 371, 373, 375, 463.
2) Theatre Arts majors may not use Theatre courses to fulfill University Core requirements.

Requirements for the Minor in Communication

Completion of 6 units, to include CTA 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 through advising. CTA 101 does not apply to the Communication Minor.

Requirements for the Minor in Theatre Arts

Completion of the following 6 units: CTA 110, 210 or 310, 217, 313, and two of the following: 275, 371, 373, 375.

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

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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 Communication II, Option A core requirement; does not apply toward Communication major or minor.

104 Freshman Seminar: The Supreme Court and the Argumentative Context of Social Policy Using the close examination of U.S. Supreme Court opinions, this course examines the relationship
between legal argument and historically specific socio-political contexts. Students will focus upon the manner in which social and political contexts operate as the rhetorical framework within which court cases are decided. Selected case opinions of the high court concerned with equal protection of the law and freedom of expression will be featured prominently. In addition to analyzing written opinions, the course will provide students with the opportunity to assess the actual oral argument of specific cases before the high court. Students will study classical reasoning, standards of evidence in judicial rhetoric, contemporary theories of argument, and critical methods of cultural analysis. The course requires intensive reading and writing exercises as well as oral presentations of individual case analyses. Satisfies Communication II-A core requirement.

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 Communication II, Option A 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 Communication II, Option A 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: Communication I core, CTA 244, or comparable experience in critical writing recommended; sophomore, junior, or senior standing. Not offered 1997-1998.

223 Introduction to Film Criticism  This is a critical writing course in media literacy which focuses on how popular film narratives (independent and mainstream) function in American culture. Students will study visual and narrative composition of film, the politics of film aesthetics and production, and the competing rhetorics of American film directors and genres. The discussion of each film will be contextualized through attention to visual and narrative construction of gender, race, ethnicity, nationality, sexuality, and social class. CTA 244 or a course in critical writing recommended. Students who received credit for CTA 222 taken in any term from Fall 1995 through Spring 1997 may not receive credit for CTA 223.

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: CTA 101 or equivalent and Communication I core.

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: CTA 101 or equivalent and Communication I core.

292 Forensics .25 activity unit Participating in intercollegiate forensics. May be repeated for credit.

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: CTA 101 or equivalent 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: CTA 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: CTA 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: CTA 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: CTA 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: CTA 202. Offered every other year; not offered 1997-1998.

354 Communication and Conflict An advanced seminar which surveys theories of social conflict and the role communication plays in conflict episodes. The seminar explores the structural, social, and cognitive bases for conflict and considers how messages are used to convey power, establish reciprocity, manage intensity, gain compliance, and save face. Prerequisites: Junior or senior standing. Offered every other year; offered Spring 1998.

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, résumés, 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 Advanced Media Studies This course explores the history of the visual construction of the human body across various media technologies and texts, and engages in critical analysis of the social meanings and uses of those constructions. Through examination of public disputation over the social, political, and cultural consequences of selected mediated constructions, students will see how social problems involving mass media must be understood in the broader, complex contexts of legal regulation of public communication practices, the political economy, and the cultural semiotic milieu. Prerequisites: CTA 223 (or 222 taken from Fall 1995 through Spring 1997) or 322; courses in critical writing recommended.

432 Field Research Seminar An advanced research seminar which develops students' ability to conduct original qualitative research. Seminar topics will include scientific criteria and the interpretive character of qualitative and field research, negotiating entry and developing productive research relationships in field settings, participant-observation and interviewing techniques, systematic strategies for recording field notes, and techniques for coding and analyzing qualitative data. The course will review field research findings in interpersonal, group, and organizational communication as well as media studies. Each student will complete a field research project. Prerequisites: CTA 332 or equivalent; junior or senior standing. Not offered 1997-1998.

440 Gender and Communication Using gender as the primary focus, this course engages students in a critical analysis of the ways in which symbol systems in their socio-political and economic contexts function to create subjective spaces (e.g., assign specific roles) for particular groups of people. We will consider how race and social class intersect with gender norms. We will study how communication practices shape the ways we view ourselves and others, how these practices constrain or promote resistance, how individuals and groups negotiate their subjective spaces, and how the political economy influences "gendered" practices. Students will study how culturally defined "masculinity" and "femininity" are corollary, composite parts of a broader set of communication practices, including cultural controls on desire, human sexuality, militarism, education, and domestic politics. Satisfies the Comparative Values core requirement. Offered every three years; not offered 1997-19978

442 Persuasion 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: junior or senior standing or permission of the instructor. Satisfies the Society core requirement.

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: Junior or senior standing or permission of instructor. Offered every other year; offered Spring 1998.

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 communica-
Communication and Theatre Arts

tion, and improving communication effectiveness. Course topics will be related to managerial roles and processes in complex organizations. Prerequisites: CTA 101 or 202, senior standing, or permission of instructor.

484 Topics in Communication  Advanced 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

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

110 Fundamentals of Acting  This introductory course is designed to develop greater confidence and awareness of the body and the voice as flexible instruments of communication. Emphasis is placed on concentration, relaxation, creativity, and action execution. Students are also exposed to the Stanislavsky "method" of acting. Participation includes acting in scenes and 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. Offered only in Summer Session on an occasional basis.

210 The Actor and Performance  This class focuses on methods of acting suitable for realistic plays and films. Secondly, the course examines techniques and strategies for acting in musical theatre. There is also training in stage dialects. Rigorous physical activity, including some dance, is part of the class. Prerequisites: CTA 110  Offered alternate Fall terms; offered Fall 1997.

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. Offered Fall 1997.

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. Satisfies the Fine Arts core requirement. Taught only as part of the ILACA London program. Credit for CTA 270 will not be granted to students who have completed CTA 271 or CTA 275.

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,
Communication and Theatre Arts

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. Satisfies the Fine Arts core requirement. Taught only as part of the ILACA Watford, England program. Credit for CTA 271 will not be granted to students who have completed CTA 270 or CTA 275.

275 Theatre Survey Overview of the various aspects of theatre and its relevance as a composite art: acting, design, play interpretation, and directing. Aesthetic appreciation of theatrical periods, selected plays and their technical and visual advancements. Satisfies the Fine Arts core requirement. Credit for CTA 275 will not be granted to students who have completed CTA 270 or CTA 271.

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

306 Playwriting This course focuses attention on the playwright as a "maker" and "shaper" of works of the theatre. We will explore various theories of playwriting. Several significant model plays and playwrights will be studied. Finally, students will practice the art of playwriting by completing a full-length play within the first nine weeks of class. The play will then undergo a workshop process with actors and directors in conjunction with the UPS Senior Theatre Festival. Crosslisted as ENGL 306. Prerequisites: CTA 110 and junior standing. Not offered 1997-1998.

310 The Actor and the Classic Repertoire This class focuses on acting styles suitable for classical plays, with the primary focus on acting Shakespeare. An examination of a period's "zeitgeist," training in period conventions, and in-depth scene work are central elements of the course. The course also includes training in stage combat, physical comedy, and auditioning. Prerequisites: CTA 110. Offered alternate Fall terms; not offered Fall 1997.

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: CTA 210 or 310, CTA 217.

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: CTA 217.

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.

371 Theatre History I: From the Origins of Theatre to the 18th Century Including a discussion of various theories on the origins of theatre and examples of ritual performance. As well as popular theatre, this course explores the development of dramaturgical techniques from the Greek playwrights to the Spanish Golden Age and Neoclassicists. A major throughline of the course will be understanding how pre-modern plays and performance conventions from Eastern and Western cultures might influence the way we think of and make theatre today.

373 Theatre History II: 19th and 20th Century Theatre In the Theatre Arts curriculum, this course is the bridge between Neoclassicism and the late twentieth century. Plays include works by Beaumarchais, Goethe, Chekhov, Strindberg, Pirandello, Sophie Treadwell, Brecht, Beckett, Frank Chin, Helene Cixous, and August Wilson. A major throughline of the course will be issues of dramatic representation in terms of both form and content, style, and subject matter.
Communication and Theatre Arts

375 Contemporary Theatre and Performance  This course focuses on contemporary theatre making from 1975 to the present. Students will create a research paper on a theatre history topic chosen in consultation with their teacher. A major emphasis of the course will be on the dialogue between present and past theatre history, between theatre makers from radically different times and cultures. Prerequisites: CTA 371 and 373.

463 Directed Projects in Theatre Arts  Majors in Theatre Arts undertake a supervised project in their main area of interest. This could include dramaturgy, design, acting, or directing. The exact nature of the project will vary, but will involve extensive reading of plays, research, and the public presentation of the student's work. Prerequisites: senior standing; Theatre Arts majors only.

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. Offered every three years; not offered 1997-1998.

497/498 Internship
Comparative Sociology

COMPARATIVE SOCIOLOGY

Professor: Leon Grunberg, Chair; George M. Guilmet (on leave Fall 1997); Charles A. Ibsen; E. Ann Neel

Associate Professor: John Finney; Sunil Kukreja (on leave Fall 1997); Margaret Nowak

Assistant Professor: Martyn Kingston (on leave Spring 1998)

Visiting Assistant Professor: Richard Anderson-Connolly

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 the following:

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

2. Completion of MATH 271.

3. Completion of courses in one of the following three concentrations:
   a. Anthropology
      Required Courses: 200, 205 or 305, 296, 316.
      Elective Courses: One 200 or higher level course in Comparative Sociology.
Comparative Sociology

b. Sociology
Required Courses: 316.
Elective Courses: Two 200 or higher level and two 300 or higher level courses in Comparative Sociology.
c. Social Services
Required Courses: 290, 490, 497, 498.
Elective Course: One 200 or higher level course in Comparative Sociology.

Students must maintain a C or better for each course applied towards a major in Comparative Sociology. Majors wishing to satisfy more than one University core requirement from Comparative Sociology offerings must petition the department. At least four courses of the major must be completed at Puget Sound.

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. At least three of these courses must be completed at Puget Sound.

Students must maintain a C or better for each course applied towards a minor in Comparative Sociology.

Note:
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 based on the age of the course.

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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 A sociological analysis of conditions, social and environmental, which are considered to constitute problems affecting the quality of social life. Emphasis on past and present attempts to deal with problems and the consequences of such efforts. Both national and international conditions are analyzed. Satisfies the Society core requirement.

121 Marriage and Family Adjustment Based on research findings from the study of marriage and family, students explore issues related to values and expectations for the various phases of marriage and family life. Emphasis is on the application of research findings to current situations. Not offered 1997-1998.

200 Cultural Anthropology The fundamentally cross-cultural, cross-temporal orientation of anthropology makes it unique among disciplines: its practitioners are always trying to broaden the
framework of any discussion about human beliefs and practices to include examples which are as diverse and varied as possible, while at the same time insisting on one underlying universal "humanity." The purpose of this foundation course in sociocultural anthropology is to provide a fundamental clarification of the guiding assumptions, methodologies, theories, interpretations, and conclusions of this discipline. Students will be led by a progressive presentation and re-presentation of these tools and paradigms to see first, how the discipline "works," second, how they themselves can participate, even in a very limited way, in some aspects of a "live" anthropological investigation, and finally, how they can use some of anthropology's reflexive, self-critical thoughts to stand back and re-examine their own participation in "anthropological knowledge-construction." Satisfies the Society 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 Anthropological Study of Religion 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. Offered every other year; not offered 1997-1998.

205 Human Evolution This introduction to human behavioral evolution will discuss the physical evidence for the evolution of humankind as a prelude to a later consideration of the parameters of influence of human biology on contemporary social and cultural behavior. The ability to behave in learned and shared ways is the end product of a long process of biological evolution which featured increasing flexibility in behavioral systems. Relevant disciplines include paleoanthropology, archaeology, behavioral evolution, ethnology, ethology, 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. Offered every other year; not offered 1997-1998.

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 Sociology: Cities, Regions and Peoples This course examines the theory, concept and history of urbanization, especially its relationship to agrarian, industrial and post-industrial society. The emphasis of the course deals with the spatial and positional dimension of evolving societies, focusing on, but not limited to, the United States. It considers the effects on human geography of history, technology, institutions, ideas, health, politics, class and race, and the international political economy. Major thematics are the logic of labor movements, private and public interests, urban
Comparative Sociology

social structure, regional development, and the emergence of an integrated national political economy. Detailed topics include slavery and the black diaspora, frontier expansion and closure, the bi-polar phenomena of suburbanization and ghettoization, and the human geography of race and ethnicity which to this day shapes much of the life of the Americas. The course will be particularly useful to students interested in the relationship of macro and micro historical processes in the positional and material economy of evolving societies and to students of historical methods of social research.

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. Offered every other year; offered Fall 1997.

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 subordinant 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.

230 Indigenous Peoples: Alternative Political Economies This course will examine the situations, problems, and continually developing strategies of indigenous peoples living in various countries and regions scattered throughout the world. While the central concern of this investigation will focus on so-called "tribal" peoples and their increasingly threatened, yet still instructive lifeways, the course will also deliberately consider selected points of contrast and comparison involving "modern" societies as well. Toward this end, the course will use the approach of political anthropology, which has traditionally been associated with the study of small-scale societies (wherein the realms of "politics" and "economics" are inseparably interlinked with other sociocultural institutions such as "religion" and "kinship`). The ultimate aim of the course will be threefold: first, to acknowledge the tragedy of past and presently-continuing destruction of indigenous peoples' physical, social, and cultural lives; second, to learn about and from the resilience and resistance such people have shown over millennia; and third, to inspire hope that it is still not too late for "modern" and "tribal" people humbly and profitably to learn from each other.

240 Tourism and the Global Order: International Encounters in Politico-economic, Environmental, and Cultural Perspective In the contemporary world, tourism is often the premier new meeting-ground between the citizens of Developing Countries and those of the West. As such, the phenomenon raises important questions about global interconnections and transactions of finance, cultural and material artifacts, and the movements of people across national (and cultural) boundaries. This course is divided into three thematic sections that address, respectively, the economic and development implications of tourism, the impact of global tourism on the environment and conservation efforts, and tourism as an arena for the transmission of cultural and material goods and hence as a vehicle of social change. Specific topics to be covered include eco-tourism and wildlife conservation efforts. Third World economic development, the creation and marketing of tourist images, and the rise of global cultural forms, styles, and practices. The course will focus largely on cases from Africa and the Caribbean, with the inclusion of some primary materials from the professor's field research. Satisfies the International Studies core requirement.

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

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

296 History of Anthropological Ideas This course is concerned with the emergence of anthropological ideas from their beginnings in philosophy, through the period which led to the establishment of anthropology as a distinct academic tradition, to the present. Students will learn to evaluate and interpret the contributions of key figures both within their historic context and in the light of contemporary anthropological theory and understanding. 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. Prerequisite: MATH 271 or permission of the instructor.

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: MATH 271, CSOC 301 or permission of the instructor.

304 Social Stratification This course examines social inequality in a comparative context looking at the experiences of a wide variety of countries with differing stratification systems (for example, Japan, South Africa, Russia, and Sweden). These structures of social inequality will be compared to the U.S. system of stratification and the theoretical and policy implications that emerge from these comparisons will be discussed. Satisfies the Society core requirement. Prerequisite: Junior standing or above strongly recommended.

305 Language, Culture, Society and Power Throughout the course of their lives, people acquire—consciously and unconsciously, in the school system and outside it, adequately or imperfectly—a repertoire of communicative strategies. Furthermore, this learning process affects, and is deeply affected by, the dynamics of relative power in society. For those types of people whose position in society is not dominant, "taken-for-granted" or "mainstream," (e.g., the deaf or other people with disabilities; refugees and immigrants; U.S. natives whose sole or primary language is not standard English)—their group's linguistic and metalinguistic communicative strategies may also serve as a means of either challenging or further cementing their subordinate or marginalized status. Whatever the particular case may be, group-maintained variations in language involve not only linguistic factors, but social, economic, and political relationships as well. Using the approach and insights of the discipline of sociolinguistics, this course will explore such linkages. No previous familiarity with linguistics, foreign language study, or non-mainstream life experience is required, although any of these would certainly provide relevant background for the course. Offered every other year: offered Spring 1998.
Comparative Sociology

309 Race and State in Nation-Building: South Africa and the United States  A reading and research seminar to examine fundamental social processes in an interacting world of demographic and social change. We will use comparative historical methods, and two area studies, South Africa and the United States, from the seventeenth century to present. Cultural, economic and political relationships are studied in relation to demographic processes associated with pre-industrial, urban industrial and post-industrial change. In particular, our comparative study will focus on rural-urban migration, immigration and regional diffusion, the spatial economy, and the transformation of frontier society to integrated national political-economies. We will search for patterns of continuity and change, and similarities and differences, within and between societies, especially concerning the way demography and human geography affect, and are affected by, nation-building. Our reading will focus on comparative historical writings on American and South African race relations and social change, including the professor’s own work in progress. The course will be particularly useful to students of race and ethnicity, especially those interested in demographics and comparative historical research on race and state. Offered Fall 1997.

316A/B Social and Cultural Change  In this course students will examine sociocultural change in the light of such issues as inter- and intra-national social stratification, the distribution of power, colonialism, imperialism, and industrialization. Particular attention will be given to key concepts and problems related to modernization in Third World contexts: development, revolution, detribalization, political ethics, and competing ideologies for change and “progress.” Section A of this course is characterized by significant Asian content. Satisfies the Society core requirement.

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

318 Women and Global Inequality  In this interdisciplinary course we will use a range of sources, from monographs to statistics to novels, to explore the role of gender in relation to issues of inequality, power and production throughout the globe, with particular emphasis on countries of the Southern Hemisphere. Our inquiry will include examination of women’s lives in pre-colonial, colonial and post-colonial periods, including the impact of and their responses to the present world debt crisis. Throughout the course, we will address the problem of bias in anthropological, sociological, and feminist inquiry launched from countries of the Northern Hemisphere and its consequences for our study of gender in the social structure and culture of non-industrialized peoples.

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. This course is conducted in seminar format requiring extensive class participation. 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, socioeconomic structures, and cultural trends. Among the movements to be studied: the civil rights movement, women’s movement, environmental move-
ment, 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. Offered every other year; not offered 1997-1998.

330 Refugees By conservative, official estimates, more than twenty 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. Offered every other year; not offered 1997-1998.

335 Views from the Southern Hemisphere This course examines the dilemmas, challenges and prospects for selected regions of the developing world—southern—as seen through the eyes of intellectuals and leaders from these regions. This effort will involve an exploration of different value systems and how these value systems are related to world views. Offered every other year; not offered 1997-1998.

340 Global 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, the former Soviet Union, Sweden, Nicaragua, South Africa, and Israel.

344 Slavery and Freedom Chattel slavery in North America, lasting roughly 200 years, had a profound formative impact on culture and social relations in the United States, an impact which continues to resonate in conflicted interactions between Black and white citizens in the present day. This course in the historical sociology of American slavery will explore the development, dissolution, and legacy of this major social institution of domination, from the macro-perspective of political economy to the micro-perspective of personal experience. Satisfies the Historical Perspective core requirement. Offered every other year; offered Spring 1998.

352 Work, Culture, and Globalization The industrial landscape seems to be changing dramatically. The end of the Cold War, intensified international economic competition, and new technologies are undermining historic patterns of working and doing business. This course examines these developments in two ways. First, it will focus on several countries’ experiences in adapting to these changes and then investigate, by intensive research on actual workplaces in the local community, how these changes are affecting the lives of working men and women.

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. Offered every three years; not offered 1997-1998.

370 Disability, Identity, and Power Anthropologists, whose work has always focused on sociocultural diversity, and sociologists, who have traditionally studied social phenomena in connection with issues of structured inequality and power, are now adding their distinct and complementary orientations the study of disability (defined here as lifelong or chronic biological and/or psychological impairments). This course, which will focus on the sociocultural situation of persons who have (or who are socially close to someone who has) a disability, will explore two dialectically interrelated themes:
Computer Science

(1) the process of socially grounded identity construction for people with disabilities, and (2) the effects—on socially-held assumptions about disability, as well as on people with disabilities themselves—brought about by such people (and/or their caretakers) through their confrontations with various social institutions (e.g., education, health care, legal and economic systems). Prerequisites: CSOC 290, OT/PT 101, OT 306, or permission of the instructor.


420 Senior Thesis This course is an exercise in comparative analysis. It is conducted as a "how to" seminar. In the early part of the course, comparative research designs and strategies of both classic and modern sociologists/anthropologists will be studied. In the remainder of the course students will complete their own comparative thesis, under the instructor's close direction. Prerequisites: CSOC 295, 301 and 302, or permission of the instructor.

460 Moral Consciousness and Social Action According to the sociologist and philosopher Jurgen Habermas, "moral consciousness" involves the ability of an individual to make decisions consciously (i.e. self-reflectively) in the face of moral dilemmas. In exploring the implications of this idea, this course will refer to historical events that are generally held to be "moral atrocities" (e.g. the Holocaust; the Gulag). The goal of this investigation, which will make use of theoretical readings as well as first-person accounts of Fascist and Stalinist death camps, will ultimately involve the cultivation of a more reflective moral consciousness among seminar participants. Prerequisite: Senior standing or instructor's permission. Satisfies the Comparative Values core requirement. Offered every other year; offered Spring 1998.

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.

490 Special Topics in Social Services This seminar is an in depth study of current topics in social service theory and policy. A different topic is selected by faculty each year. Relevant theory and current research is examined. Students are responsible for research papers and presentations under close supervision of the faculty. May be repeated for credit. Prerequisites: CSOC 290 or permission of instructor.

495/496 Independent Study

497/498 Internship In this seminar students will examine theoretical issues surrounding work in areas relevant to sociology and cultural anthropology while drawing from a field experience at a site prearranged in consultation with the internship coordinator in Academic and Career Advising. Students should meet with the internship coordinator to begin their search for an internship placement during the semester prior to enrollment in 497/498. Prerequisite: permission of the instructor.

COMPUTER SCIENCE

See Mathematics and Computer Science
Economics

ECONOMICS

Professor: Douglas E. Goodman; D. Wade Hands; Bruce Mann (on leave Fall 1997); Ross Singleton; Kathleen Stirling, Chair (on leave Spring 1998); Michael Veseth

Assistant Professor: Karin Sable; Matthew Warning

About the Department

Economics focuses on decision making and problem solving. It concerns itself with making intelligent individual and social choices in a world of scarcity. We believe that a student who spends four years wrestling with economic issues and developing the analytical tools necessary to resolve them will emerge with sharpened reasoning and communication skills and will be more alert to the complexities of the world.

Our programs in economics are designed to provide students with a strong background in economic theory and applied analysis. We offer majors leading to both the Bachelor of Science and Bachelor of Arts degrees in economics, as well as a minor. The BA degree is designed for students seeking broad preparation in more than a single area and is often combined with second majors in business administration, literature, mathematics, or politics and government. The BS degree is designed for students with outstanding quantitative skills or those with an interest in graduate study in economics or applied mathematics.

Our faculty is known for its scholarship and for its commitment to undergraduate teaching. We offer challenging courses that are popular with economics majors and non-majors alike. We attribute this popularity not only to the depth of knowledge of our professors, but also to their superb teaching skills. Department faculty members take an active role in academic advising of students from many areas of the University, and in other important University and community affairs.

Requirements for the Major

Bachelor of Arts Degree

1) Economic Theory: ECON 175, 176, 375, 376 and at least one 400-level senior seminar (does not include 420, 495/496 and 497/498);

2) Applied Economics: At least three upper-division (200-400 level) economics electives, not to include 374, 420, 495/496, 497/498;

3) Skills and Tools
   a) Statistics and Econometrics: MATH 271 and ECON 374
   b) One semester of calculus: MATH 121 or 258.

Bachelor of Science Degree

1) Economics
   a) ECON 175, 176, 375, 376 and at least one 400-level senior seminar (does not include 420, 495/496 and 497/498);
   b) At least three upper division (200-400 level) electives, not to include 374, 420, 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 374.
Economics

Requirements for the Minor
Completion of five units to include:
1) ECON 175, 176 (or 199);
2) Three 200-level or above courses, not to include 420, 495/496, 497/498.

Notes
1. ECON 199 may be substituted for ECON 176 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 376, or an equivalent course.
4. ECON 152, 162, and 221 may not be counted toward the BA or BS or the minor in Economics if they are used to fulfill university core requirements.
5. A GPA of 2.0 is required for the major or minor. Only courses for which the student has received a C or better can count for the major or minor.
6. The Economics Department reserves the option of not applying courses more than 6 years old to a major or minor.
7. At least four units of Economics in the major, or three units of Economics in the minor, must be completed at Puget Sound.
8. Economics majors are encouraged to undertake an optional senior thesis for one unit of academic credit. Students who choose to write a thesis will work independently under the guidance of a project advisor of their choice. Students should seek approval of their project in the semester prior to enrollment. The thesis may not be used to satisfy any of the requirements for the economics major.
9. Students who study abroad may apply two approved electives, as compared to required, courses toward their Economics major.

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

152 Economics of Social Issues This course introduces the students to economics through a wide variety of controversial public policy issues and social problems. We will learn how the U.S. economy works and how economic incentives and institutions are related to social problems. For each issue or problem, we will develop a theoretical analysis and evaluation of alternative economic policies. Issues and problems we will address include: unemployment, inflation, economic growth, the federal deficit, trade policy, monopoly, income distribution, environmental degradation, health care provision, the economics of higher education, and the economics of crime. Satisfies the Society core requirement.

162 Introduction to International Economic Studies This course is designed to develop an understanding of complex international issues, systems and relationships using economic analysis. The following topics will be considered: opportunity cost, the market mechanism, alternative economic systems (capitalism, socialism, etc.), efficiency, equity, market failure, government failure, economic growth, sustainable growth, international trade and finance, global macroeconomic interdependence, and economic integration. Each of these topics will be developed in theoretical terms and then considered in relation to a variety of current and/or historical examples drawn from the international arena. After completion of this course students should have developed basic skills of economic mod-
Economics

175 Principles of Economics: Macro The economy is analyzed with emphasis on understanding the forces that cause economic problems and the policies that can be used to solve them. Students analyze how markets allocate scarce resources. The causes and effects of inflation and unemployment, the economic impacts of monetary and fiscal policy, the role of money and banks in the economy, and the impact of exchange rates and international trade on national economic conditions are discussed. Satisfies a Society core requirement. Credit for ECON 175 will not be granted to students who have completed ECON 100.

176 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. Satisfies a Society core requirement. Credit for ECON 176 will not be granted to students who have completed ECON 101, 199, or 201.

199 Principles of Microeconomics: Business Leadership This introductory microeconomics course is designed for students in the Business Leadership Program. The course examines the theory of individual consumer and firm behavior and applies the theory to questions of government policy and contemporary issues. Satisfies a Society core requirement. Credit for ECON 199 will not be granted to students who have completed ECON 101, 176, or 201.

218 American Economic History This course utilizes the tools of elementary economic analysis to explain basic issues in American economic history. In general, the course is organized chronologically. The course begins with discussions of the colonial and revolutionary periods, then continues with analysis of banking development, slavery, the Civil War, and industrial and labor market changes in the later 19th century. The course concludes with an analysis of the causes and effects of the Great Depression. Prerequisites: ECON 175, 176. Credit for ECON 218 will not be granted to students who have completed ECON 318. Not offered 1997-1998.

221 History of Economic Thought The development of economic thought from late eighteenth century to the present. The relation of economic thought to other social, political, and scientific thought is emphasized. The class focuses primarily on seven major figures in the history of economic thought: Smith, Ricardo, Mill, Marx, Marshall, Veblen, and Keynes. Readings are from original and secondary sources. Satisfies the Historical Perspective core requirement. Credit for ECON 221 will not be granted to students who have completed ECON 321.

231 The Economics of Money and Banking This course examines the role of money in a modern economy. The focus is on the role of money 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 175 and 176. Credit for ECON 231 will not be granted to students who have completed ECON 331.

241 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 176. Offered every other year; offered Spring 1998. Credit for ECON 241 will not be granted to students who have completed ECON 341.
Economics

242 Comparative Economic Systems  This course compares economic systems in theory and practice using a threefold framework: identification of the structure of economic systems, examination of economizing behavior, and study of performance. The systems that will be covered are the United States, the European Union, Eastern Europe, Russia, and Japan. Prerequisites: ECON 175 or 176. Credit for ECON 242 will not be granted to students who have completed ECON 342. Not offered 1997-1998.

261 Public Finance and Tax Policy  This course presents an overview of the theory and practice of public sector economics in the United States. Topics that receive special attention include the government expenditure and social welfare policies, federal-state-local tax principles and policy, government budgets and deficit finance, and issues associated with public finance in a federal system. Prerequisites: ECON 175 and 176. Offered Spring 1998. Credit for ECON 261 will not be granted to students who have completed ECON 361.

314A 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 175 and 176. Credit will not be granted for both 314 A and B. Credit for ECON 314A or B will not be granted to students who have completed ECON 381A or B. Offered every other year; not offered 1997-1998.

314B 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 175 and 176. Offered every other year; offered Fall 1997. Credit will not be granted for both 314 A and B. Credit for ECON 314A or B will not be granted to students who have completed ECON 381A or B.

325 Environmental and Natural Resource Economics  This course provides an economic approach to natural resource and environmental policy. The major topic areas are: theory and tools of environmental and resource economics; exhaustible resources, pollution and the environment; and renewable resources and the environment. Prerequisite: ECON 176.

335 Modern Labor Economics  This course 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 demand for labor, supply of effort, marginal productivity theory of distribution, non-market time allocation, market imperfections, human capital theory, and theories of discrimination. Prerequisites: ECON 176. Offered every other year; offered Spring 1998.

351 Industrial Organization, Antitrust Law, and Government Regulation  The meaning and significance of competition is developed from a variety of theoretical perspectives with particular emphasis on the dynamic nature of competition. The activities of business firms in various market settings (competitive, monopolistically competitive, oligopolistic, and monopolistic) are analyzed. The theory of the firm and game theoretic models are used to understand the strategic aspects of firm behavior. The impact of firm behavior on social welfare is developed. Substantial emphasis is placed on understanding the theoretical and empirical basis of support for and critique of antitrust law and regulation. Prerequisite: ECON 176. Offered every other year; not offered 1997-1998.

371 International Economics  This course surveys the theories, issues, and controversies in contemporary international economics. Topics that receive special attention include theories of interna-
tional trade, analysis of the allocative and distributive effects of trade on economic systems, and tools of protectionism, analysis of regional economic integration, exchange rate determination, and theory and policy aspects of international payments imbalances. Prerequisites: ECON 175 and 176.

374 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 places heavy emphasis on application and interpretation of regression analysis. Students apply the techniques developed in this course in a research project. Prerequisites: ECON 175, 176, a 300-level economics course, and statistics. MATH 373 may be substituted for ECON 374 with prior approval from the Department. Credit for ECON 374 will not be granted to students who have completed ECON 315.

375 Intermediate Macroeconomic Theory The basic principles of national income determination are studied from a theoretical perspective. Various models of macroeconomics are analyzed with emphasis on effects of monetary and fiscal policy. Particular emphasis is placed on understanding the causes and consequences of unemployment, inflation, and economic growth. Prerequisites: ECON 175 and 176. Credit for ECON 375 will not be granted to students who have completed ECON 310.

376 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 176. Credit for ECON 376 will not be granted to students who have completed ECON 301.

386 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 176, statistics, and one semester of calculus. Offered every other year; not offered 1997-1998. Credit for ECON 386 will not be granted to students who have completed ECON 316.

390 Law and Economics The major focus of this course will be the application of microeconomic tools to legal issues. The course considers the general issues of legal analysis and microeconomic theory, as applied to the areas of tort, property, and contract law. Prerequisite: ECON 376. Offered every other year; Not offered 1997-1998.

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 375, 376, and Multivariate 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. Prerequisites: ECON 175, 176, 375, 376 or permission of instructor. May be repeated for credit.

420 Senior Thesis Students will write a research proposal, carry out the research, write a thesis, and present a public seminar on their research. The projects will be conducted under the supervision
Education

of an Economics faculty advisor. Prior to enrollment, students will choose a project advisor in the Economics department and submit a proposal for approval by the departmental review committee. Application forms can be obtained from the department secretary.

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.

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EDUCATION

Professor: John T. English; Grace Kirchner; Christine Kline; Carol Merz, Dean; Robert L. Steiner

Clinical Professor: Margaret Setchfield

Associate Professor: John Woodward

Assistant Professor: Heather Bruce

Instructor: M. E. Donovan; Elizabeth Gast; Barbara Holme; Jennice King

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 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 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 the 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 United States Department of Education. Programs leading to professional certification of teachers, principals, and counselors are approved by the Washington Board of Education.

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

The School of Education offers 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 MAT program for secondary teaching should major in an endorsable area (see list of endorsements in this section). All students preparing to enter the MAT program should complete the following prerequisite courses: EDUC 411, 412, and 413. Teacher certification is not offered at the undergraduate level.

Endorsements

Students interested in teaching should complete a major for an endorsement in a teaching field. 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.

Following is a list of available endorsements offered by the University and approved by the State of Washington.

<table>
<thead>
<tr>
<th>Art</th>
<th>French</th>
<th>Physical Education</th>
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<tr>
<td>Biology</td>
<td>German</td>
<td>Physics</td>
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<tr>
<td>Chemistry</td>
<td>Health</td>
<td>Political Science</td>
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<td>Chinese</td>
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<td>Psychology</td>
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<tr>
<td>Computer Science</td>
<td>Japanese</td>
<td>Science</td>
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<tr>
<td>Drama</td>
<td>Mathematics</td>
<td>Social Studies</td>
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<tr>
<td>Earth Science</td>
<td>Music-Choral</td>
<td>Sociology</td>
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<td>Economics</td>
<td>Music-General</td>
<td>Spanish</td>
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<tr>
<td>English</td>
<td>Music-Instrumental</td>
<td>Speech</td>
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</tbody>
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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**

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

**110 Contact Zones: Ways of Being, Knowing, and Writing at the University**

This introductory first-year course is designed to introduce you to varied educational experiences and expectations of entering college students. The course focuses on ways of learning, ways of knowing, and ways of writing in the university. Rooted in the traditions of a liberal arts education, the course is inter-disciplinary and is intended to help you read, think, and write productively within and critically against the conventions of academic discourse. There are three sections of the course that include several thought-provoking reading and writing assignments: 1) student identities and learning styles: the different ways people see themselves, how they know and learn, and how these features of identity intersect and influence university success; 2) epistemologies: the study of the ways that knowledge is constructed in different liberal arts disciplines; and 3) disciplinary rhetoric: the written forms and writing strategies valued in different liberal arts disciplines. Satisfies the Communication 1 core requirement. Offered alternate years; offered Spring 1998.

**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 MAT.
Engineering, Dual Degree Program

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 MAT. Prerequisite: EDUC 411 or concurrent enrollment.

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

418 Comparative Education  Values underlie education. This course provides an opportunity to examine the educational systems in the United States and Japan. 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. Not offered 1997-1998.

ENGINEERING, DUAL DEGREE PROGRAM

Director: Matthew J. Moelter, Physics

Committee: H. James Clifford, Physics; Al Eggers, Geology (on leave Spring 1998); Kenneth Rousslang, Chemistry; Frederick W. Sleel, Physics; Carol Smith, Mathematics and Computer Science

Program Coordinator: Patricia Sperry

About the Program

To meet the educational needs of students interested in becoming engineers and who also want a significant liberal arts component to their educations, the University of Puget Sound has responded with a Dual Degree Engineering Program. Students in the program, which is administered by a Dual Degree 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 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 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 simply 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 the Engineering schools at 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 an engineering 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. Matthew J. Moelter, Physics Department, or Patricia Sperry, Dual Degree Engineering Coordinator.

To obtain a degree from the University of Puget Sound, the Dual Degree Engineering student must complete at least 16 units in residence, and have credit for 24 units prior to transferring to an engineering school. These units must cover Puget Sound core requirements and the courses needed...
Engineering, Dual Degree Program

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 specific 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:

Chemistry*
2 units
110, Fundamentals of Chemistry
230, Chemical Analysis and Equilibrium

Computer Science
1 unit
161, Introduction to Computer Science, or equivalent

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

Physics
2 units
121/122, General University Physics, I, II

Recommended for Electrical Engineering
PHYS 221/222, Modern Physics I, II
PHYS 231, Circuits and Electronics
PHYS 232, Digital Electronics & Computer Hardware

Recommended for Chemical Engineering
CHEM 250/251, Organic Chemistry I, II
CHEM 340, Physical Chemistry

Note: Some of the affiliate schools have particular course requirements that must be met. These can usually be satisfied by careful selection of core and major coursework. Students should work closely with Dual Degree Engineering Advisory Committee members to insure that all requirements are met.

*Students with sufficient background and preparation in high school chemistry and calculus may test out of Chemistry 110 and/or Mathematics 121/122.
About the Department

The Department of English offers courses leading to a Bachelor of Arts degree, with an emphasis in literature or writing. The emphasis in literature provides both a general background and an opportunity to specialize in British or American traditions. The emphases in writing include introductory and advanced work in poetry, short fiction, drama, composition, rhetoric, and professional writing. The literature and the writing emphases are grounded in an English core of literary study, which develops 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 acknowledgment 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.

Requirements for the Major

A major in English consists of 10 units: 6 units in literature and theory taken by all English majors; and 4 units in one of the three emphases.

I. English Core (6 units)
A. Literature Surveys: 2 units. One course from ENGL 221, 222, 224; one course from ENGL 223, 225.
B. Literature in Depth: 3 units from English courses numbered 340-360 and 440-489.
C. Theory: 1 unit from ENGL 490, 491, 492

II. Emphases for the English Major (4 units)
A. Literature Emphasis
   1. A third survey course from ENGL 221-225
   2. Rhetoric and Language: 1 unit from ENGL 301, 308, 345, 401, 405.
   3. Advanced Literature: 2 additional units in literature from courses numbered 340-360, 440-489.
4. At least one of the ten units required for the English major must be a course in British literature before 1700.

5. The five units in literature at the 300-level or above taken for English Core requirement B and Literature Emphasis requirement A-2 should be distributed as follows:
   a. One course in an author (ENGL 350, 351 or 360)
   b. A second author course or a genre course (ENGL 340-342)
   c. Three literature seminars, from at least two of the following groups:
      1) ENGL 440-448
      2) ENGL 470-479
      3) ENGL 480-489
      Note: The department offers the opportunity to do a senior thesis (as an elective) to qualified majors in the literature emphasis. For more information, see departmental publication.

B. Writing, Rhetoric and Culture Emphasis
   1. Creative Writing: 1 unit from ENGL 202, 203, 306.
   2. Advanced Writing and Rhetoric: 2 courses:
      a. One from ENGL 301 or 401
      b. One from ENGL 208, 300, 308, or 405.
   3. Writing Internship: ENGL 497

C. Creative Writing Emphasis
   1. Introductory Creative Writing: 2 units from ENGL 202, 203, 306
   2. Advanced Seminars in Creative Writing: 2 units from ENGL 402, 403

Requirements for the Minor

I. Literature Surveys: 2 units from ENGL 221-225.

II. Three additional units in English at the 200-level or above, one of which must be a writing course.

Please Note

1) The student must have a grade of C- or above in each course applied to a major or minor.
2) The student must have a grade point average of at least 2.00 in all courses applied to a major or minor.
3) At least four units of the major, or three units of the minor, must be completed at Puget Sound.
4) There is no time limit on courses applicable to an English major or minor.
5) All 400-level literature courses (ENGL 440-489) demand reasonable preparation for satisfactory performance. The minimum prerequisite is either completion of the relevant survey (ENGL 221-225) or permission of the instructor.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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 Communication I core requirement. This course may be taken only once for credit.
201 Intermediate Composition  An intensive writing course for students who have writing competency as demonstrated by the achievement of at least a "B" in ENGL 101 or by other arrangement with the department. This course will give attention to analytical thinking, the rhetorical situation, the writer's responsibilities, and the revising and editing process.  

Prerequisite: ENGL 101.

202 Introductory Creative Writing: 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.

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.

208 Writing and Culture  This course offers an introduction to the theory and practice of writing about culture. Students will read and write about a wide variety of cultural artifacts—including art, concerts, dance, theatre, and literature—as well as explore how disciplinary and technological cultures affect writing. Through reading related texts, visiting cultural events, and writing about their own readings and experiences, students will explore how cultural identity and cultural definitions are used and formed. Students are required to attend a wide range of cultural events, complete weekly writing assignments, and read a variety of genres in contemporary periodicals and books.  

Prerequisite: ENGL 101.

220 Introduction to Literature  This course examines literature as a particular kind of human creative expression by examining novels, short stories, plays, and poems. To gain further insight into how all these literary texts affect the way we understand our world, students will also attend a play, write a short story or poem, or attend readings by writers. Satisfies the Fine Arts core requirement.

221 Survey of British Literature I: Medieval To Renaissance  This course surveys British literature from its beginnings through the Renaissance. Students will examine the traditions and genres as well as the cultural and historical contexts of literary works, and will sharpen their skills in literary analysis. Among the writers discussed will be the Beowulf poet, Chaucer, Margery Kempe, Malory, Spenser, Shakespeare and Milton. Students who have received credit for ENGL 241 may not receive credit for ENGL 221.

222 Survey of British Literature II: Restoration to Romanticism  This course examines British literature from 1660 to 1837, with an emphasis on neoclassicism and romanticism in history and culture.

223 Survey of British Literature III: From Victoria to the Present  The literature of Great Britain and Ireland from the reign of Victoria to the present. Writers such as Tennyson, Browning, Dickens, Yeats, Joyce, Woolf, Gordimer, and Heaney are read against the social and cultural issues of their time. Students who have received credit for ENGL 242 may not receive credit for ENGL 223.

224 Survey of American Literature I: Beginnings to 1870  This course studies American Literature from the beginnings to 1885 against the background of literary intellectual, political, and social history. Students examine tensions between the self and the community, ideals and experience, and minority and majority cultures. General topics include literary periods, distinctly American themes, the development of American culture, and gender issues. Students who have received credit for ENGL 243 may not receive credit for ENGL 224.
American Literature II: 1870 to the Present

An introductory course for the English major and a course in cultural literacy for the non-major, this course stresses the relationship between American literature from 1870 to the present. The course also focuses on representative authors, methods of critical reading and literary analysis, instruction in writing about literature, and frequent writing assignments. Authors studied may include Mark Twain, T.S. Eliot, Wallace Stevens, Ernest Hemingway, Langston Hughes, Zora Neale Hurston, Robert Lowell, Allen Ginsberg, Ken Kesey, Theodore Roethke, Kurt Vonnegut, Jr., Michael Herr, Alice Walker, and Anne Cameron. Students who have received credit for ENGL 243 may not receive credit for ENGL 225.

Literature of the Human Experience

A seminar in reading, writing, and thinking that looks at experience through a variety of human lenses: race, gender, class, sexual orientation, religion, place, time, or culture. The course will allow the student to examine his or her own identity through the study of works that have been paired or clustered to bring out divergent points of view. Satisfies the Humanistic Perspective requirement. Not offered 1996-1997.

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. Not offered 1997-1998.

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 include such figures as Kempe, D'Angouleme, de Lafayette, Behn, Austen, Beecher Stowe, Eliot, Woolf, Hong Kingston, and Morrison. Satisfies the Humanistic Perspective core requirement.

Literature and the Quest for Personal Identity

This course will look at the way that the theme of the individual's quest for identity has been stated in a wide variety of cultural contexts over time. Beginning in classical antiquity, and following our theme down to the present day, we shall read each work as a unique expression rooted in time and place, but also one that gives voice to enduring human aspirations towards self-realization. Satisfies the Humanistic Perspective core requirement.

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. Offered on an occasional basis.

The Heroine in World Literature

This course will introduce students to the field of comparative literature by providing an opportunity to gain acquaintance with significant texts from a minimum of three cultures as well as introductory literary tools. Works will be read in translation and will focus thematically on permutations of female heroism across time and culture. This theme will allow students to recognize and address differing approaches to fundamental issues, such as the relation of self to society, the nature of freedom, and changing understandings of self-fulfillment. Of central concern will be the individual journey that each of these heroines undertakes: in seeking to understand the nature of their journeys, we will seek to understand how these heroines shape their lives and their identities in response to (or against) the demands of society. Satisfies the Humanistic Perspective core requirement. Offered every three years; not offered 1997-1998.

Loss and Renewal: American Voices, American Identity

This course takes as its starting point the question, "What constitutes an American identity?" By reading texts from a variety of genres
and cultural perspectives, we will explore the themes of community, loss and identity. In what ways can we view these most central of human experiences as distinctly American? Commencing with the Declaration of Independence, we will trace an emerging American identity as it is articulated by figures central to American culture. Satisfies the Humanistic Perspective core requirement.

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, the course focuses in depth on the technique and method of literary expression in order to gain understanding of how form gives perspective to the artist's material. The course will center on texts drawn from the novel, the novella, the short story, drama, poetry, or a combination of these genres. Satisfies the Fine Arts core requirement.

300 Writing Beyond the Academy This course explores how professional writing communities define themselves, their audiences, their documents, and their purposes in writing. Students will read contemporary rhetorical theory related to composing in non-academic discourse communities—including technical, business, and computer-based communities—and learn how to adapt texts to reach a variety of audiences. Students will write about, participate in, and observe the composing practices of a wide range of professional writers. Prerequisites: ENGL 101 and one other writing class.

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.

306 Playwriting This course focuses attention on the playwright as a "maker" and "shaper" of works of the theatre. We will explore various theories of playwriting. Several significant model plays and playwrights will be studied. Finally, students will practice the art of playwriting by completing a full-length play within the first nine weeks of class. The play will then undergo a workshop process with actors and directors in conjunction with the UPS Senior Theatre Festival. Crosslisted as CTA 306. Prerequisites: CTA 110 and Junior standing. Not offered 1997-1998.

308 Literary Nonfiction Students enrolled in this course will have an opportunity to study the techniques of expert non-fiction prose writers and to write a wide variety of literary essays exploring those techniques. Writers of literary non-fiction are scrupulous observers, fact-gatherers, and interpreters in prose. Writing assignments will include topics such as the natural world, biography or profile, childhood memories, and cross-cultural experience and travel. Readings will include essays by master non-fiction writers such as Henry Adams, Barbara Ehrenreich, Edmund Wilson, Lewis Thomas, Loren Eiseley, Stephen Jay Gould, Tracy Kidder, Joan Didion, or E.B. White. Prerequisites: ENGL 101 and one other writing class.

340-343 Literary Genre 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.
340 Literary Genre: Poetry Students who have received credit for ENGL 462 may not receive credit for ENGL 340. Not offered 1997-1998.

341 Literary Genre: Drama Students who have received credit for ENGL 463 may not receive credit for ENGL 341.

342 Literary Genre: Prose (Fiction) Students who have received credit for ENGL 464 may not receive credit for ENGL 342.

343 Literary Genre: Prose (Non-Fiction) Students who have received credit for ENGL 465 may not receive credit for ENGL 343. Not offered 1997-1998.

345 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. Students who have received credit for ENGL 304 may not receive credit for ENGL 345. Offered every other year; not offered 1997-1998.

350 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 14th-century war, politics, social struggle, and cultural development. Students who have received credit for ENGL 359 may not receive credit for ENGL 350. Not offered 1997-1998.

351 Shakespeare A study of Shakespeare's plays (6-10) and selected criticism. 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. Students who have received credit for ENGL 352 may not receive credit for ENGL 351 beginning in Fall 1996.

353 Shakespeare and His Contemporaries The course studies in depth a selection of Shakespeare's plays, from The Comedy of Errors through The Winter's Tale, noting the development of his interests and artistic range from the early to later plays, and comparing his work at points to that of his contemporaries. Through visits to Shakespearean sites in Stratford and London and through acquaintance with ideas of the time, we will reconstruct as far as possible the physical and cultural context of Shakespeare's plays and his audiences in the city and the court. Offered only as part of the ILACA London program. Spring 1998 only.

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. Examples of writers studied are Woolf, Dickinson, Wordsworth, Faulkner, the Brontës, Melville, Yeats, and Dostoevski. Sometimes the course will study more than one writer whose careers are significantly related. May be repeated for credit.

365 Man and Nature The relationship between the cultured Englishman and Nature, both as a physical environment and as an abstract, has changed throughout the centuries. It is the intention of this course to examine the literary manifestations of those shifts in thought and attitude from the Elizabethan period to the present day while at the same time exposing students to a wide variety of styles, forms genres and authors. The course will be keyed into the works of five major English writers: Shakespeare, Wordsworth, Hardy, D.H. Lawrence and Ted Hughes. Offered only as a part of the ILACA Watford program.
Highways and Byways in English Country Poetry  This course aims to consider the response which a variety of English poets have to Nature and the English countryside through the study of Wordsworth, Hardy, Thomas and Hopkins. Taught only as a part of the ILACA Watford program.

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. Offered only as part of the ILACA Watford program.

Nineteenth and Twentieth Century Novel  Using five classic novels this course will examine the "Englishness" of each work and its development as a genre. The class will then compare and contrast the works, developing an awareness of the different fictional styles, techniques and considering the nature of narrative. Offered only as part of the ILACA London program.

Nature Writing  A course in writing dealing in the forms of creative nonfiction and the personal essay. Students will read examples of English nature writing and participate in excursions which provide the opportunity to explore the natural environment in and around London and to reflect on the relation between nature and culture. These experiences will provide the basis for descriptive and expressive writing which will be refined and collected in a portfolio and a class anthology at the end of the course.Peer feedback and writing groups will help to sustain a community of writers focused on observation and description of the natural world. Offered only as part of the ILACA Watford program. Spring 1998 only.

Topics in African American Literature: The Harlem Renaissance  In this course we will begin by reading some African American texts that are generally considered to be a part of the "Harlem Renaissance" (a vital period of African American cultural production between 1900 and 1940). We will consider the historical, cultural, aesthetic, and political issues raised by these texts, and we will try to compare the African American tradition to the more dominant Euro-American tradition. Near the end of the course we will read three books from the later "Black Arts Movement" (a cultural movement that flowered during the 1960s), and compare the values embodied in these works to those represented in our earlier reading. Satisfies a Comparative Values core requirement.

Mind and Nature  This course introduces students to theories of knowledge and nature from the nineteenth century to the present. It also analyzes their interaction as embodied in literature, philosophy, and science. Satisfies the Comparative Values core requirement. Students who have received credit for ENGL 367a may not receive credit for ENGL 376. Offered every three years; not offered 1997-1998.

Literature in a Changing World Order  This course explores the break-up of the British colonial empire of the nineteenth and twentieth centuries as reflected in literature and criticism. Satisfies the Comparative Values core requirement. Students who have received credit for ENGL 367b after Spring 1993 may not receive credit for ENGL 377.

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. Students who have received credit for ENGL 370 may not receive credit for ENGL 378.
379 Critical Perspectives on Literature Analytical approaches to literature used to illuminate the seminal congress between literature and cultural values. The approaches include: historical, autobiographical, psychological, sociological, formalistic, archetypal, moral, Marxian, and feminist, etc. The intent is to focus on literary works of stature, on the critics who have attempted to interpret those works, on the principles and approaches employed by those critics, and on the resulting disagreements and controversies that ensue. Satisfies the Comparative Values core requirement. Students who have received credit for ENGL 314 may not receive credit for ENGL 379. Offered every other year; not offered 1997-1998.

380 Representations of the Self: The Novel in Europe and Japan The goals of this course are both historical and comparative: we will seek to understand issues in the Japanese novel and its conscious manipulation of eighteenth and nineteenth-century European models as well as how authors, both European and Japanese, adapt the novel to express philosophical conceptions of the self. The readings will consist of cross-cultural pairings of novels organized by theme and will be supplemented with philosophical, sociological, and theological readings. Through this course, we will try to understand how differences in moral psychology and value systems affect not only the shape of daily human activity, but also the shape of the novel. Satisfies the Comparative Values core requirement. Offered every three years; not offered 1997-1998.

401 Contemporary Rhetoric Designed for advanced students in writing and literature, this course explores issues and questions in contemporary rhetoric. By reading widely in rhetorical theory, students will explore contemporary notions of authoring, textuality, and composing processes and apply them to understanding both literary texts and their own work in the academy. Major topics of the course include writing communities, the writing process, the politics of literacy, collaborative writing, and how interactive computer texts are blurring traditional distinctions between reader and author. Prerequisites: ENGL 101 and one other writing course.

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. Prerequisites: ENGL 202 and written 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. Prerequisites: ENGL 203 and written permission of the instructor.

405 Writing and Gender This course explores the dynamics of gender as they are enacted in the processes of writing and publishing texts. Students will take historical, interdisciplinary, and contemporary perspectives on the gendered activities of writing and writers and explore how these activities are constrained by their social and cultural contexts. Students will read primary rhetorical texts written by women and men in the 19th and 20th centuries and analyze them in the terms of contemporary theoretical debates on how gender influences the composing process. Specifically, students will read interdisciplinary accounts of how gender impinges on writing (including Belenky, Gilligan, and Spiegel), historical accounts of shifting notions of the influence of gender on grammar and authorship (including work by Baron, Campbell, Lunsford, and Ede), and contemporary theo-
etrical studies of women's language (Heilbrun, Russ) and the men's movement (Seidler). Prerequisites: ENGL 101 and one other writing course. Offered every other year; not offered 1997-1998.

440 Studies in Medieval Literature This upper division course is usually taken by juniors and seniors with some experience in literary and historical analysis. The course explores a breadth of medieval literary genres and writers in a historical context. Thus, this course situates the production of literature in a manuscript culture, asking students to explore the politics of literacy, writing, and audience. This course necessarily negotiates the idea of shifting epistemologies and cultural values. Cultural constructs explored include the idea of courtly love, individualism, gender, authorship, mystical experience, and the conflicting world views of paganism and Christianity. Students are asked to engage these issues in seminar discussion, direct discussion, write abstracts, produce a contextual study on the writer of their choice (a proposal, a selective bibliography, a 7-10 page historical essay, and a 15-20 page interpretive study of the writer and work in context.) Prerequisite: ENGL 221. Students who have received credit for ENGL 448 may not receive credit for ENGL 440. Offered every other year; not offered 1997-1998.

441 Studies in Sixteenth-Century British Literature The course addresses the work of English writers of the sixteenth century, especially More, the Sidneys, Spenser, Marlowe, and Shakespeare. At different times it focuses on such issues as the consequences of the introduction of the printing press; the status of the poet and the courtier; writing by women; the cult of love and the development of the sonnet; the literature of the "Renaissance" of Humane Learning and the Reformation of the Church; the Bible in English; politics in the Elizabethan drama and epic; and competing styles of comedy and tragedy on the stage. Prerequisite: ENGL 221 or permission of instructor. Students who have received credit for ENGL 450 may not receive credit for ENGL 441. Offered every other year; not offered 1997-1998.

442 Studies in Seventeenth Century British Literature The seventeenth century in England saw a split in the political nation and in Protestantism that led to the Civil War, along with major shifts in physical and political science, cosmology and spirituality. In the light of these events, the course looks at the work of the writers of the period (especially Bacon, Donne, Wroth, Herbert, Hobbes, Browne, Milton, Marvell, Dryden, Bunyan, Newton and Locke), examining such issues as the cultures of the court and the town; the representation of authority in religion, politics and art; the emergence of "modern" perspectives in the physical sciences and the political concept of the individual; the literature of Anglicans, Catholics, Puritans and Quakers; writing by women; the "Metaphysical" poem; the development of Baroque and Classical styles; Jacobean and Restoration drama, and the Miltonic epic. Prerequisite: ENGL 221 or ENGL 222 or permission of instructor. Students who have received credit for ENGL 452 or ENGL 453 may not receive credit for ENGL 442. Offered every other year; not offered 1997-1998.

443 Studies in Eighteenth Century British Literature The aim of this course is to identify certain intellectual assumptions about the eighteenth century through a sampling of literature, art and philosophy. The eighteenth century is known by a number of other names—the age of reason, the age of light, the age of optimism—and part of our interest in this course will be the investigation of the meaning behind those titles. We will read the poetry, drama and prose of the age against the background of science, philosophy and culture from 1660-1800. Prerequisite: ENGL 222 or permission of instructor. Students who have received credit for ENGL 456 may not receive credit for ENGL 443. Offered every other year; not offered 1997-1998.

444 Studies in Nineteenth-Century British Literature This course considers late eighteenth-and nineteenth-century British literature, the Age of Sensibility through Romanticism to Victorianism.
One version of the course studies the Gothic novel, the sentimental novel, the revolution in English poetry during the Regency, and the transition to Victorianism in the early years of the reign of George IV. Radcliffe, Edgeworth, Austen, Scott, Wordsworth, Keats, Byron, Peacock, and Carlyle are among the writers emphasized. **Prerequisite: ENGL 222 or ENGL 223 or permission of instructor.** Students who have received credit for ENGL 457 or ENGL 458 may not receive credit for ENGL 444. Offered every other year; offered Spring 1998.

**445 Studies in Twentieth-Century British Literature** A survey of important British literary artists from the latter part of the 19th century through the twentieth century. 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. The course will also include an examination of important literary movements—symbolism, Freudianism, realism and nationalism—through the works of major 20th century writers of Britain and Ireland. **Prerequisite: ENGL 223.** Students who have received credit for ENGL 459 or ENGL 470 (taken before Fall 1996) may not receive credit for ENGL 445. Offered every other year; offered Fall 1997.

**446 Studies in Seventeenth andEighteenth Century American Literature** This course explores aspects of American literature from its beginnings until 1776. Using poems, histories, journals, sermons, autobiographies, letters, and essays, we will explore such issues as the individual and the community, the political and the domestic, and the secular and the spiritual. **Prerequisite: ENGL 224 or permission of instructor.** Students who have received credit for ENGL 421 may not receive credit for ENGL 446. Offered every other year; not offered 1997-1998.

**447 Studies in Nineteenth Century American Literature** This course will focus on aspects of nineteenth-century American literature and culture. Students will read texts that question and attempt to reinvent the idea of America, that explore the relationship between mind and nature, that address questions of urbanization and industrialization, and that explore the tensions among race, gender, and identity. **Prerequisite: ENGL 224 or ENGL 225 or permission of instructor.** Students who have received credit for ENGL 422 may not receive credit for ENGL 447. Offered every other year; not offered 1997-1998.

**449 Studies in Twentieth Century American Literature** An advanced course in American literature, this course is a requirement for upper-division English majors and an elective for students seeking to broaden their liberal arts educations. It focuses on specific historical, literary, and cultural topics in 20th Century American literature. The emphasis on literary texts is balanced with attention to secondary sources and literary scholarship. The course also focuses on perfecting methods of literary analysis, instruction on writing about literature, and challenging writing assignments. Topics will vary depending upon the instructor, but may include war and peace, political and economic change, ethnicity and gender, marginalization, canonical and extra-canonical texts, and modernism and postmodernism. **Prerequisite: ENGL 225 or permission of instructor.** Students who have received credit for ENGL 423 or ENGL 424 may not receive credit for ENGL 449. Offered every other year; not offered 1997-1998.

**451 Shakespeare at Ashland** Advanced study of the dramatic works of William Shakespeare, through analysis of the texts and performances on this year's schedule at the Oregon Shakespeare Festival in Ashland. Individual student projects may focus on performance, history, performance-oriented approaches to interpretative problems, or teaching Shakespeare through performance. **Prerequisites: ENGL 255 or 351 or equivalent and permission of the instructor.** Offered on an occasional basis in the Summer Session.
460 Crosscurrents Review .25 activity credit The program requires editing, reviewing, criticizing, and oral discussion of all manuscripts and art work on a weekly basis. Active promotion and publicizing of Crosscurrents Review and managing the Crosscurrents organization as a whole. Mandatory pass/fail grading.

470 Special Topics This course provides students an opportunity to focus their interests and to gain expertise in a specialized area through a more concentrated study of themes than is normally explored in a survey or major authors course. The topics accord with an instructor's particular scholarly interests. May be repeated for credit. Prerequisite: relevant survey course or instructor permission.

471 The Nature of Contemporary American Nature Writing This course will study a wide range of American writing about nature, including poetry, fiction and nonfiction. It will also use this writing to identify key issues, controversies, historical patterns, and assumptions concerning the relationship of American society to "the land." The course will also investigate and assess the philosophical, rhetorical, and formal contexts of "environmental literature." Prerequisite: ENGL 224 or ENGL 225 or permission of instructor. Offered every three years; not offered 1997-1998.

472 God, Sex, and Society in Milton and Blake Both Milton and Blake lived through an age of revolution and used their poetry to probe and reshape the ideologies of society and personality—Milton positing his radical notion of "Christian liberty" in the politics of Church and State, in marriage, in doctrine, and in poetry; Blake radicalizing Milton's notion in turn, in the time of the American and French Revolutions, in order to "awaken" the human being from the sleep of the Newtonian order in science and society. The course will study Milton's poetry and political prose Blake's poetry and illuminations, especially for the ways in which they represent the liberation of the human being, and a society and a God in process. Prerequisite: ENGL 221 or ENGL 222 or permission of instructor. Offered every three years; offered Fall 1997.

473 The Bible and the Literary Tradition We begin with a brief introduction to the literary traditions and materials within the Hebrew Bible and the New Testament (especially law, narrative, prophecy, hymn and lament) and the political contexts for the composition of certain Hebrew and Christian texts (including Genesis, Exodus, Amos, Psalms, Ruth, Mark, John and Revelation). The second part of the course presents first the history of the reception of the Biblical texts in England, in both Latin and English translations, through the period of the Reformation—when the different constructions of the texts in English implied different programs for the reconstruction of personality and society, both in England and America. As a class, we will study the ways that the Biblical materials function in the works of writers who take divergent ideological positions in seventeenth-century England (Herbert and Vaughan on the one hand; Milton and Bunyan on the other), and then, again, in the crises of society and belief in Victorian England (Arnold, Hopkins, George Eliot). In addition, each student will have the opportunity to study the particular use that one writer or group has made of Biblical materials in shaping a response to the social and ideological issues of the day. Suggested writers and groups would include Spenser, Donne, New England Pilgrims, early Quakers, Blake, Dickinson, Whitman, Lawrence, T.S. Eliot, Liberation Theologians, Toni Morrison. Prerequisite: ENGL 221 or ENGL 223 or permission of instructor. Offered every three years; not offered 1997-1998.

474 Literature of Empire An exploration of the break-up of the British colonial empire of the 19th and 20th centuries as reflected in literature and in literary criticism. Emphasis will be placed upon the idea of imperialism, the role of culture in imperial expansion, the conception of national character, and the process of decolonization. The readings will trace the theory of empire in the metropole and its practice in the colony. Writers will include Macaulay, Kipling, Conrad, Yeats, Forster, Greene, Achebe, Gordimer, and Friel. Prerequisite: ENGL 223 or permission of instructor. Students
who have received credit for ENGL 367b before Fall 1993 may not receive credit for ENGL 474. Offered every three years; not offered 1997-1998.

485 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. The course will sometimes deal with a selection of material from the historical literary tradition and sometimes with more contemporary authors, either from the U.S. (Wharton, Rukyser, Morrison) or abroad (Gordimer, Hulme, Jhabvala). Qualifies as a Women Studies elective. Prerequisite: ENGL 235, 221, 222, 223, 224, or 225. Students who have received credit for ENGL 435 may not receive credit for ENGL 485. Offered Spring 1998.
Environmental Studies

490 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. Prerequisite: Senior standing or permission of instructor. Students who have received credit for ENGL 414 may not receive credit for ENGL 490.

491 Critical Theory Since the 1930s This course examines literary criticism and theory from the 1930s to the present, including Freudianism, Marxism, and post-Structuralism. Prerequisite: Senior standing or permission of instructor. Students who have received credit for ENGL 415 may not receive credit for ENGL 491. Offered every other year; not offered 1997-1998.

492 Historical Perspectives on Writing and Rhetoric This course examines a wide variety of perspectives on written communication—forms, genres, voices, appeals, and styles—as they have changed over time. The class will read important theories about writing and discourse from the time of the ancient Greeks to the present. Students will write in a range of styles and voices, and for many different audiences, in an effort to place the activity of writing in its historical context. Prerequisite: Senior standing or permission of instructor.

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. Prerequisite: permission of instructor.

Environmental Studies

Director: Michael Valentine, Geology

Advisory Committee: Heather Bruce, Education; Barry Goldstein, Geology (on leave Spring 1998); Martyn Kingston, Comparative Sociology (on leave Spring 1998); Curtis Mehlhaff, Chemistry; Steven Neshyba, Chemistry (on leave Fall 1997); Thomas Weko, Politics and Government (on leave Fall 1997); Peter Wimberger, Biology.

About the Program

Environmental Studies explores the complex relationships between natural atmospheric, hydrologic, geological, and ecological systems, and human activities in a systematic way. This is accomplished by examining these interactions from a variety of perspectives, including the social sciences, the humanities, and the natural sciences. The minor will allow the student to integrate their major with the study of the basic scientific principles that underlie the dynamics and energy flow within natural ecosystems and biogeochemical cycles; the social, historical, economic, and political factors that have shaped many of our present-day environmental problems, and which provide the constraints for dealing with those problems; and the insights that philosophy, religion, ethics, and the arts bring to our understanding of our interaction with our natural surroundings.

Students who have completed the minor will be able to examine environmental issues from an interdisciplinary perspective. They will also be able to appreciate and examine a problem at a variety of scales, from "local" to "global". Finally, through their work in the capstone seminar course, they will have had the practical experience of working on a few focus issues in a collaborative way, simulating the real-world give-and-take among parties with different interests and perspectives on environmental questions.
Environmental Studies

Requirements for the Minor

ENVR 105, Environmental Science.

Two courses chosen from BIOL 111, CHEM 110, GEOL 101 (or 104) may substitute for this requirement.

ENVR 110, Introduction to Environmental Studies: Apples, Fish, and Trees

ENVR 400, Senior Seminar in Environmental Studies

Three units selected from the following. Note: The courses used to fulfill this requirement may not also be used to meet a requirement for a major.

BIOL 211 General Ecology
BIOL 411 Advanced Ecology
BIOL 456 Marine Ecology
CHEM 345 Chemistry and Physics of Atmospheres
CSOC 213 Urban Sociology
CSOC 230 Indigenous Peoples
CSOC 470 Technology and Cultural Values
ECON 325 Environmental and Natural Resource Economics
ENGL 365 Man and Nature (Watford Program)
ENGL 376 Mind and Nature
ENGL 471 Nature of Contemporary American Nature Writing
GEOL 105 Oceanography
GEOL 310 Water Resources
GEOL 402 Geomorphology and Hydrology
HIST 364 American Environmental History
PG 314 U.S. Public Policy
PG 319 Local Politics
SCXT 325a, b, or c Science and Policy

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

105 Environmental Science  In this course, we will examine the Earth as a closed system of energy and matter, and the roles within that system. We will adopt an interdisciplinary approach, drawing on the various ways that the fields of Biology, Geology, Chemistry, and Physics examine the Earth system. We will pay particular attention to the effects that human activity has had on natural biogeochemical cycles, as well as on natural resources such as air, water, soil, ecosystems, and minerals. Satisfies the Natural World core requirement.

110 Introduction to Environmental Studies: Apples, Fish, and Trees  This course will introduce students to several perspectives from the social sciences, including microeconomics, political science, sociology, and anthropology, which can be brought to bear in thinking about the environment and
Foreign Languages and Literature

human's relationship to it. The course will also introduce students to the diverse esthetic, moral, spiritual standpoints on the relationship between humans and their environment that have flourished within Western cultures and outside of them (e.g. among the indigenous people of North America.) The course will also enable students to see in new ways the interdependence of societies and the surrounding landscape and to recognize the connection among technologies, culture, and politics. Offered alternative years; not offered 1997-1998.

400 Senior Seminar in Environmental Studies/Science This is a project-based course in which students pool resources to understand selected problems in environmental studies and science. Stimulated interaction between relevant institutions provide a framework for discussing physical and social mechanisms of environmental change. The goal is to understand environmental issues with full consideration given to scientific, technological, and social resources and complexity. The culmination of the course is a document capable of making a contribution to the public discourse. Representative topics are: freshwater ecosystems; management of forest resources; and groundwater pollution. Initial offering anticipated in 1998-1999.

FOREIGN LANGUAGES AND LITERATURE

Professor: Michel Rocchi, Chair. David Tinsley (on leave 1997-1998)
Associate Professor: Kent Hooper; Harry Velez-Quinones
Assistant Professor: Joseph Deters; Michael Sugimoto
Instructor: Florence Ariessohn; 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 Spain; or the year programs in Tokyo, Japan and Passau, Germany. Details of these programs may be obtained from Department advisors. Individual inquiries for programs through the Institutes of European and Asian Studies and 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.
Foreign Languages and Literature

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: 11 units

1) Completion of nine units on the 200 level or above, with 4 units taken at the 300/400 level (one of the 300/400 level courses must be taken on the Tacoma campus).

2) Completion of one unit of FL 300 or ENGL 490.

3) Completion of one unit of Foreign Language (FL) other than FL 300.

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 (one of the 300/400 level courses must be taken on the Tacoma campus). All 8 units must be in French, German, or Spanish. See below for Asian language option.

International Politics: 3 units

PG 202 or 203 and any 2 units of the following in consultation with department advisors: PG 321; 322; 323; 324; 331; 332; CSOC 340.

International Business and Economics: 3 units

ECON 175 (Macro) and any 2 units of the following, in consultation with department advisors: ECON 176; ECON 371; BPA 320; 371; 435, 445, 470.

Asian Language Option

Chinese: 8 units

1) Five units of language courses: CHIN 101, 102, 201, 202, 301.

2) Three units of non-language courses:
   One unit of ASIA 144 or HUM 208
   Two units from the following in consultation with department advisors: ART 367, HIST 245, HIST 346.

   Students who have successfully completed CHIN 113, 213, or 302 may apply any of these language courses to the major in lieu of any non-language course listed above.

Japanese: 8 units

1) Five units of JAPN 102, 201, 202, 301, and 302

2) One unit ASIA 144 or HUM 208

3) Two units from the following, in consultation with department advisors: HIST 247; HIST 348; REL 233; and REL 330.

Teaching Certification

Foreign Language majors electing to teach may do so by satisfying the MAT 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 CHIN 102, 201, 202, 301; 1 unit from either CHIN 113, 213, 302, or HUM 208.

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.

Study Abroad Coursework

Due to the varying degrees of quality and rigor of Study Abroad programs, only units earned through departmentally-sanctioned Study Abroad programs in Dijon (France), Passau (FRG), Tunghai (Taiwan), Spain, and Tokyo (Japan) will be counted automatically towards degrees in our literature or FLIA major. Work done through other Study Abroad programs will be assessed on a case-by-case basis.

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.

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.
Foreign Languages and Literature

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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)

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. Offered every other year; not offered 1997-1998.

333 France/Berlin/Munich/Vienna  Modernism in Literature and the Visual Arts  This seminar introduces prevalent thematic and formal tendencies common to modernist German literature and visual arts (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 figures such as the prose writer Franz Kafka, dramatist Bertolt Brecht, graphic artist George Grosz, painter Wassily Kandinsky, artistic multiple talent Ernst Barlach, film directors Fritz Lang and Robert Wiene, philosopher Friedrich Nietzsche and intellectuals Walter Benjamin and Sigmund Freud. Offered Spring 1998.

375 Nationalism and Modern Japanese Literature in the First Half of the 20th Century  Modern Japanese writers were deeply engaged in discussions concerning the nature and position of Japanese modernity. Although Japan had joined the ranks of Western nation-states, having been committed to industrialization and empire-building since the 1860s, many intellectuals began recasting Japan's involvement in the world in terms of a dialectical irony, a modern nation whose identity was in conflict with the West. In this course, by studying literary and critical texts, we will examine both aspects of Japanese modernity: the desire to identify with the West and the ambition to engage in open conflict with it. Looking at a roughly 50 year period beginning in the late 1910s, we will analyze some of the key intellectual movements in Japanese literary history (modernist/surrealist poetry, proletarian literature, "pure" literature) which either critique or comment upon Japan's emergence as a modern nation in these formative decades leading to World War II. Offered Fall 1997.

380 An Archaeology of the Boom: Modern Latin American Prose Fiction  A survey of contemporary Latin American prose fiction from the short stories of Borges and Cortazar to the novels of Fuentes, Garcia Marquez, Vargas Llosa, and others. Major topics include the relation between history and literature, "magical realism," women in fiction, and the question of modernity in the culture of Latin America. Satisfies the Comparative Values Core requirement. Offered every three years; offered Fall 1997.

390 Modern French Theatre: From Cocteau to Beckett  This course examines the human condition as depicted in Twentieth Century French theater. The selected plays, among the most provocative expressions of our day, voice the major questions of what it means to be human in our contemporary society. Satisfies the Humanistic Perspective core requirement. Offered every three years; not offered 1997-1998.

393 Individuality and Transcendence in Medieval Literature  This course explores medieval romance in its cultural and historical milieu, focusing upon the development of the individual in west-
Foreign Languages and Literature

tern society. Satisfies the Comparative Values core requirement. Crosslisted as HUM 302. Offered
every three years; offered Spring 1998.

395 Islamic Tradition A study of the components of Islam and analysis of the internal dynamics
that give to the Muslim world its uniqueness as a contemporary cultural phenomenon. We will ex-
amine the religious beliefs and the multiplicity of forms that this devotion takes at different times
and places in history. Particular attention will be placed on the Koran and Islamic Literature in
Translation. Satisfies the Comparative Values core requirement. Offered only in Summer Session on
an occasional basis.

Chinese

101/102 Elementary Chinese (Introduction to the standard language) Classroom and laboratory
practice to develop basic aural, oral, reading, and writing skills. Prerequisites: 101 and 102 are se-
quential courses; 101 or permission of the instructor required for 102. 101 offered fall term only; 102
offered spring term only.

113 Intensive Chinese An intensive elementary/intermediate course on Mandarin grammar, vo-
cabulary and usage. Emphasis will be on acquiring the ability to use the language in conversational
situations. Reading and writing also will be required. Does not count toward fulfillment of Commu-
nication II, Option B core requirement. Prerequisite: Chinese 102. Offered only in Summer Session
on an occasional basis, as part of the Tunghai, Taiwan Language program.

201/202 Intermediate Chinese Classroom and laboratory practice to develop intermediate aural,
oral, reading and writing skills. Prerequisites: 201 and 202 are sequential courses: 201 or permission of
instructor required for 202. 201 offered fall term only; 202 offered spring term only.

213 Intensive Advanced Chinese An intensive intermediate/advanced course on Mandarin gram-
mar, vocabulary and usage. Emphasis will be on acquiring the ability to use the language in conversa-
tional situations. Reading and writing also will be required. Does not count toward fulfillment of
Communication II, Option B core requirement. Prerequisite: Chinese 202. Offered only in Summer
Session on an occasional basis, as part of the Tunghai, Taiwan Language program.

301/302 Advanced Chinese Consolidation of grammatical forms previously studied and further
development of aural, oral, reading and writing skills. Authentic materials which include newspaper
articles, short stories, TV/radio plays and poetry are used as texts. Prerequisites: CHIN 301 and 302
are not sequential courses; 202 or permission of instructor required for both 301 and 302. Offered on a
yearly rotating basis; 301 offered Spring 1998.

French

101/102 Elementary French Classroom and laboratory practice to develop basic aural, oral, read-
ing, and writing skills. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the in-
structor required for 102. 101 offered fall term only; 102 offered spring 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. Does not count toward fulfillment of Commu-
nunication II, Option B core requirement. Offered only in Summer Session on an occasional basis.

201/202 Intermediate French Review of grammar, oral and written composition, readings of con-
temporary authors. Prerequisites: 201 and 202 are sequential courses: 201 or permission of instructor
required for 202. 201 offered fall term only; 202 offered spring term only.
### Foreign Languages and Literature

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Prerequisites</th>
<th>Offered Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>240</td>
<td>French Studies in Commerce and the Media</td>
<td>Expansion and application of French in the areas of business, banking, foreign trade, and introduction to news media. Offered every other year; offered Fall 1997.</td>
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<td>250</td>
<td>Culture and Civilization of France</td>
<td>Readings, writing and discussions based upon civilization and culture of France. Offered every other year; offered Spring 1998.</td>
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<tr>
<td>301</td>
<td>Introduction to French Literature I</td>
<td>Close analyses of great works reflecting the literary and social history of France from the Middle Ages to the Revolution of 1789. Offered every other year; not offered 1997-1998.</td>
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<td>311</td>
<td>Introduction to French Literature II</td>
<td>A study of the major genres of French literature from the revolution to the modern days through techniques of close literary analysis. Offered every other year; offered Fall 1997.</td>
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<td>321</td>
<td>Introduction to French Literature III</td>
<td>Close analysis of modern Francophone literature by women. We will examine writings from France, Canada, Africa, and the Caribbean that address issues of personal autonomy, female creativity, social constraints, and clichés of sexual identity. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisite: FREN 202 or equivalent. Offered every other year; offered Spring 1998</td>
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<td>401</td>
<td>Medieval and Renaissance Literature</td>
<td>An intensive study of selected literary works reflecting the intellectual, political, philosophical, and artistic changes from 1200 to 1600 A.D. Does not count toward fulfillment of Communication II, Option B core requirement. Offered every other year; not offered 1997-1998.</td>
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<td>402</td>
<td>17th and 18th Century French Literature</td>
<td>An intensive study of the major literary texts of French Classicism and Enlightenment with emphasis on the philosophical and political transformations of the time period. Offered every other year; not offered 1997-1998.</td>
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<td>403</td>
<td>19th Century French Literature</td>
<td>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. Offered every other year; not offered 1997-1998.</td>
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<td>480</td>
<td>Seminar in French Literature</td>
<td>Synthesis of various aspects of literary studies. Topics to meet special needs. Since content changes, this course may be repeated for credit. Offered as needed; offered Spring 1998.</td>
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<td><strong>German</strong></td>
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<tr>
<td>101/102</td>
<td>Elementary German</td>
<td>Classroom and laboratory practice to develop basic listening, speaking, reading, and writing skills. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. 101 offered fall term only; 102 offered spring term only.</td>
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</table>
Foreign Languages and Literature

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. Does not count toward fulfillment of Communication II, Option B core requirement. Offered only in Summer Session on an occasional basis.

201/202 Intermediate German  Review of grammar, oral and written composition, readings of contemporary authors. Prerequisites: 201 and 202 are sequential courses: 201 or permission of instructor required for 202. 201 offered fall term only; 202 offered spring term only.

230 Advanced German  Emphasis on syntax and conversations. Deals with fundamentals of composition, problems in language, translation, and advanced grammar. Prerequisite: successful completion of GERM 202 or equivalent. Offered every other year; offered Fall 1997.

231 Advanced German Writing  Fundamentals of composition. Practice in various styles of writing. Refinement of grammatical competence. Prerequisite: Successful completion of GERM 202 or equivalent. Offered every other year; not offered 1997-1998.

240 German Studies in Commerce and the Media  Application of German in the areas of business, banking, foreign trade, and introduction to news media. Does not count toward fulfillment of Communication II, Option B core requirement. Offered every other year; offered Spring 1998.

250 Culture and History of Germany  Readings, writing, and discussions based upon civilization and culture of the German speaking countries. Offered every other year; not offered 1997-1998.

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. Offered every other year; not offered 1997-1998.

311 Introduction to German Literature II  A study of the major genres of German literature from the 1790s to the present through techniques of close literary analysis. Offered every other year; offered Fall 1997.

401 Medieval Literature  Study of selected works reflecting the intellectual, political, philosophical, and artistic changes from the early Middle Ages to Baroque. Does not count toward fulfillment of Communication II, Option B core requirement. Offered every four years; not offered 1997-1998.

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. Offered every four years; not offered 1997-1998.

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. Offered every four years; not offered 1997-1998.

404 Modern Literature  Examinations of individual visions and reactions to the general context of cultural crises in early to mid-20th century Germany. Offered every four years; not offered 1997-1998.

480 Seminar in German Literature  Synthesis of various aspects of literary studies. Since content changes, this course may be repeated for credit. Offered Spring 1998.

Greek

Greek 101 Introduction to Ancient Greek I  See Greek 101 in Classics section.

Greek 102 Introduction to Ancient Greek II  See Greek 102 in Classics section.
Foreign Languages and Literature

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. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. 101 offered fall term only; 102 offered spring term only.

201/202 Intermediate Japanese Classroom and laboratory practice to develop intermediate aural, oral, reading, and writing skills. Prerequisites: 201 and 202 are sequential courses; 201 or permission of the instructor required for 202. 201 offered fall term only; 202 offered spring term only.

301/302 Third Year Japanese Consolidation of grammatical forms previously studied and further development of aural, oral, reading, and writing skills. Prerequisites: 301 and 302 are sequential courses; 301 or permission of the instructor required for 302. 301 offered Fall term only; 302 offered spring term only.

401/402 Fourth Year Japanese Consolidation of grammatical forms previously studied and development of oral, aural, reading and writing skills appropriate to the "fourth year" level. Introduction of major Japanese literary styles and authors. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisite: Japanese 302 or consent of instructor. 401 offered Fall 1997; 402 offered Spring 1998.

Latin
Latin 101 Elementary Latin I See Latin 101/102 in Classics section.
Latin 102 Elementary Latin II See Latin 101/102 in Classics section.

Spanish
101/102 Elementary Spanish Classroom and laboratory practice to develop basic aural, oral, reading, and writing skills. Prerequisites: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. 101 offered fall term only; 102 offered spring term only.

201/202 Intermediate Spanish Review of grammar, oral, and written composition, readings of contemporary authors. Prerequisites: 201 and 202 are sequential courses: Four years of high school Spanish. SPAN 102, or permission of instructor required for 201; 201 or permission of instructor required for 202. 201 offered fall term only; 202 offered spring term only.


240 Spanish Studies in Commerce and the Media Expansion and application of non-literary Spanish. Emphasis on practical oral and written skill-building and cross-cultural issues related to business, foreign trade, and the news media. Individualized grammar review will be included. Offered every other year; offered Fall 1997.

250 Hispanic Culture and Civilization Readings, writing, and discussions based upon the civilization and culture of Spain and Latin America from the early indigenous populations to the present. Individualized grammar review will be included.
301 Introduction to Spanish Literature  A study of the major genres of Spanish literature through close analyses of selected masterpieces. Offered every other year; not offered 1997-1998.

311 Contemporary Latin American Literature  Close analyses of selected masterpieces reflecting the literary developments from modernismo to the present. Offered every other year; offered Spring 1998.

350 Spanish Cinema: A Historical Reading  An overview of Spanish cinema since the Civil War to the present. All films will be studied in reference to the historical developments in Spain from 1939 to our time. Works by Berlanga, Buñuel, Saura, and Almodóvar will be screened. Course includes required screening lab. Does not count toward fulfillment of Communication II, Option B core requirement. Prerequisites: SPAN 230, 240 or 250, or permission of the instructor. Offered every other year; not offered 1997-1998.

401 Medieval Spanish Literature  An intensive study of selected works reflecting the intellectual, political, and aesthetic changes in Spain from 1140 to 1499 A.D. Satisfies the Comparative Values core requirement. Offered every four years; not offered 1997-1998.

402 Spanish Literature of the Golden Age  An intensive study of selected works reflecting the intellectual, political, and aesthetic changes in Spain from 1492 to 1681 A.D. Offered every four years; not offered 1997-1998.

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. Offered every four years; not offered 1997-1998.

404 20th Century Spanish Literature  A study of the generation of '98; close readings of selected texts from the post-Civil War period to our days. Offered every four years; offered Fall 1997.

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. Offered every three years; offered Spring 1998.
Geology

GEOLOGY

Professor: Barry Goldstein (on leave Fall 1997); J. Stewart Lowther, Chair
Associate Professor: Albert A. Eggers (on leave Spring 1998)
Assistant Professor: Michael Valentine
Visiting Assistant Professor: Eriks Puris
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), geology of the Olympic Peninsula and of the Colorado Plateau.

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, hammer seismograph, microcomputers, sedimentology laboratory, global positioning system, 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 equipped with a microanalyzer. 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
   a. GEOL 101 or 104, and GEOL 151.
   b. GEOL 201, 202, 301, 302, 401, 402, 492, and a departmentally-approved 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 110 and 111 or 230; PHYS 111/112 or 121/122.
Geology

Three additional units in the sciences and/or mathematics beyond the introductory level are recommended.

3) A grade of C or better must be received in all Geology department courses, and a GPA of 2.0 or better must be maintained for all 16 courses required for the major.

4) Exclusive of the summer Geology field camp and senior thesis, at least four units of the required Geology courses must be completed at Puget Sound.

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 or 104 and 102 or 151 or their equivalent and 5 additional courses in Geology. At least three of these courses must be completed at Puget Sound.

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

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

101 Physical Geology Survey of physical processes acting on and within the earth. Includes laboratory. Satisfies a Natural World core requirement. Credit will not be given to both GEOL 101 and 104.

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 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. Satisfies a Natural World core requirement. Credit will not be given to both GEOL 101 and 104. Not offered 1997-1998.

105 Oceanography This course investigates the origins and nature of the Earth's oceans. We will look at processes acting within the oceans (tides, currents, waves), interaction of the oceans, atmosphere, and continents, and the effects of these processes on life on Earth, including humans in the northwestern U.S. These facets will be studied in the "big picture" context of the Earth as an integrated system in which each process affects the others. A portion of the lab time will be devoted to measurement of the properties of oceanic and crustal materials, some of which will be collected locally from Puget Sound. Other labs will be used to familiarize ourselves with maps, charts, and other information sources. Emphasis will be placed on making inferences about Earth systems from data gleaned from our own measurements and other sources. 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 com-
piling a field notebook of the features that we examine. Trips include the Colorado Plateau (including a backpack trip into the Grand Canyon) and the Death Valley region. GEOL 110 satisfies a Natural World core requirement. **Prerequisites:** Permission of instructor and GEOL 101 or 104 for GEOL 110; permission of instructor and GEOL 101 or 104; and 102 or 151 for GEOL 210. The Colorado Plateau version is offered in the Term 1 of Summer Session every other year; the Death Valley version is offered on an occasional basis during Spring term.

**151 The Earth Revealed** In this course we will investigate the shape, composition, and formation of the major internal and external features of the Earth: ocean basins, continents, mountain ranges, the core, the mantle, and the lithosphere. A large portion of our time will be spent obtaining and interpreting our own geophysical measurements of Earth properties. This will include collecting and analyzing seismic, gravity, and magnetic data, measuring the gravitational constant, and determining Earth's size and mass, the thickness of the crust, and the distance to earthquake epicenters. Emphasis will be placed on geophysical methods used by scientists in the measurement of basic Earth properties. **Prerequisite:** high school mathematics through trigonometry and one year of high school science, GEOL 101 or 104 or permission of instructor. Satisfies a Natural World core requirement. Credit for GEOL 151 will not be granted to students who have completed GEOL 111.

**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 Geology** The origin, texture, composition, classification, and interpretation of sediments and sedimentary rocks. The various methods for studying these materials in the field and laboratory will be emphasized. A portion of the course will be devoted to the main groups of microscopic fossils which occur as components of many sedimentary rocks. **Prerequisites:** GEOL 201 and 202.

**302 Structural Geology and Tectonics** Study of earth’s architecture, major tectonic features and processes, and folding and fracturing in rocks; lab and field projects included. **Prerequisites:** GEOL 201 and 202.

**310 Water Resources** In this course, we will examine the physical, chemical, and geologic processes that determine the distribution, movement, and nature of freshwater resources (rivers, lakes, wetlands, and groundwater). We will pay particular attention to issues of water supply and quality by focusing on case students from throughout North America. Lab and field exercises will introduce the fundamentals of measuring and modeling river and groundwater flow; field trips to several dams and reservoirs in Washington will illustrate some of the ways that surface water resources are utilized. **Prerequisite:** GEOL 101 or 104 or permission of instructor. Offered every other year, beginning with the 1998-1999 academic year.

**401 Advanced Historical Geology** The principles, methods, and materials of stratigraphy and paleontology used to interpret the physical and biological history of the Earth. Emphasizes the classification, correlation, interrelationships and interpretation of rock strata and of the various types of fossils that occur in these rocks. **Prerequisite:** senior standing as a Geology major, or the instructor’s permission.
History

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. 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, Albertson Professor; William Breitenbach; Terry Cooney; Walter Lowrie; David B. Potts; David F. Smith; Theodore Taranovski, Chair

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

Associate Professor: William Barry; Nancy Bristow

Assistant Professor: John Lear

Visiting Assistant Professor: Martha Lance

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

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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. Students considering graduate study in History should consult the departmental graduate-school advisor or another member of the department; this consultation could occur as early as the freshman or sophomore year.

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 10 units:

1) Completion of a minimum of 10 units in the Department of History to include:
   a) two-unit survey sequence: either HIST 101 and 102 or HIST 152 and 153;
   b) one unit from the following: HIST 211, 212, 245, 247, 280, 281;
   c) HIST 200;
   d) five additional units, at least four of the five at the 300 and 400 levels;
   e) HIST 400.

2) The eight departmental units excluding HIST 200 and HIST 400 must include at least one unit each in three of the following four areas: European history, American history, Asian history, and Latin American history.

3) At least five units of the ten required for the major must be completed in residence at this University.

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

5) Any deviation from these requirements must be approved in writing by the Department of History faculty meeting as a whole.

6) The Department of History 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 Department of History to include:
   a) One of the following combinations:
      HIST 101 and 102,
      HIST 152 and 153,
      HIST 211 and 212,
      HIST 245 and 247,
      HIST 245 and 346,
      HIST 247 and 348,
      HIST 280 and 281;
   b) HIST 200 or HIST 400;
   c) Three additional units.

2) At least three of the six units must be at the 300 or 400 level (HIST 400 may count as one of the three units.).
3) At least three units of the six units 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, Asian, or Latin American history, to take at least two years of an appropriate foreign language.

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

100B  The History of Exploration: A Freshman Seminar in Writing  This course offers extensive and intensive practice in writing and revising expository prose. The course topic is the exploration of the Arctic and Antarctic regions, with attention as well to the exploration of North America by European visitors and immigrants. Texts include expedition accounts, diaries, journalistic essays and narrative histories of exploration. The course develops skill in critical reading and thinking, and in writing for a wide variety of audiences. Students receive intensive and individual attention through regularly scheduled tutorial conferences. Satisfies the Communication I core requirement; does not count toward the major in History. Offered every three years; not offered 1997-1998.

100C  Scholars and Warriors in China and Japan: A Freshman Seminar in Writing  This introductory text-based course in written communication examines the individual and society in Chinese and Japanese history with thematic emphases on the bureaucratic style of governance by scholar-officials in late dynastic China and the feudal-warrior style of rule in early modern Japan. The underlying assumption of the course is that these styles continue in contemporary China and Japan and also have influenced greater Asia. Study of the generation of these styles, their impact on the ideas and behavior of individuals, and their modification over time in the interest of "Confucian" socio-political order affords understanding of East Asian life and thought and the separate historical experiences of China and Japan; it also serves as a basis for the cultivation of critical thinking and effective writing. Course readings include a range of sources, both primary and secondary, that inform extensive and intensive assignments in writing, both process and polished, for different audiences; some assignments require library research and presentation of work-in-progress. Satisfies the Communication I core requirement; does not count toward the major in History or in Asian Studies. Offered Fall 1997.

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.
History

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 socioeconomic 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.

160 The Abolitionists This course is a seminar exclusively for freshmen. It takes as its subject the abolitionists—blacks and whites, women and men—who agitation from the 1830's to the 1860's for the immediate emancipation of American slaves. The course will examine abolitionism as a reform movement, studying the development of its ideology, goals, tactics, and organizations. The course will also examine abolitionists as individuals, studying their ideas, values, motives, personalities, and life histories. Although the course is about a particular set of reformers living in a specific historical time and place, it is also about larger human issues: how and why do people combat the moral evils they confront in the world around them? Reading assignments will be drawn mainly from abolitionists' writings, including such works as David Walker's Appeal to the Coloured Citizens of the World, William Lloyd Garrison's Liberator, Frederick Douglass's Narrative, Harriet Jacobs's Incidents in the Life of a Slave Girl, and Harriet Beecher Stowe's Uncle Tom's Cabin. In addition to these primary sources, students will read a few of the best recent scholarly books on the abolitionists and will view the film Glory. Special attention will be given to training students to write effectively at the college level. Offered every three years; not offered 1997-1998.

200 Doing History: An Introduction This course is designed to introduce prospective majors and minors to the discipline and department of history. In it, students will learn what history is and how historians think and work. The course will teach students to do the two things that historians do: develop interpretations from primary sources and critically evaluate the interpretations advanced by other historians. Emphasis will be placed on the methods and skills of reading, analyzing, discussing, and writing history. Reading assignments will expose students to a variety of current approaches to history. Writing assignments will give students practice in the types of historical writing that will be
expected of them in upper-division history courses. History 200 is intended to be taken in the sophomore year or as soon as a History major or minor is declared. At least one prior course in history is desirable but not required. Students majoring in other disciplines are also welcome.

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. Crosslisted as 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. Crosslisted as CLSC 212. Satisfies the Historical Perspective core requirement.

217 European Intellectual History, Nineteenth and Twentieth Centuries This course explores the origins of the modern world-view 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. Satisfies the Historical Perspective core requirement. Next offered Fall 1999.

222 History of Spain This survey course, covering the period from Spain’s earliest history to the 20th century, is designed for North American mid-level university students with scant specific knowledge of the history of Spain. Field trips to archaeological sites and museums will supplement lectures. Taught only as part of the ILACA Spain program.

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. Offered every three years; offered Spring 1998.

231 Modern British Society and Politics This course assesses both the problems and achievements of British society since the mid-nineteenth century. Satisfies the Historical Perspective core requirement. Offered every other year; not offered 1997-1998.

232 Tudor England The sixteenth century in England was an era of political and religious reformation, of social and economic transformation. The Tudor monarchs oversaw the flowering of English culture, particularly in portraiture, music, country houses, and drama. Yet, it was also an age of increasing religious division, poverty, and witchcraft trials. This course explores these themes through a combination of lecture, discussion and activities such as guided walks and museum visits. Lectures proceed chronologically to give students a broad understanding of the political and social history of Tudor England. Discussions and papers are based on readings from contemporary sources—including Thomas More’s Utopia, proceedings of Elizabeth’s parliaments, and a history play by Shakespeare—through which students will explore the attitudes, ideas and issues which shaped the century. Taught only as a part of the ILACA London program.
237 British History  This course will cover the formative period in 20th century British history from the death of Queen Victoria to the election of the first majority Labour government. It will take as its two main themes the decline of the Empire State and the rise of the Welfare State by charting the development of both through a study of the key events and issues which helped to shape modern Britain. Offered only as part of the ILACA Watford program.

245 Chinese Civilization  This course is a survey of the foundations and evolution of China's cultural tradition over a period of approximately 4,000 years, to about 1800. Consideration of society's malcontents, a wide range of thought, political upheavals, and economic change informs analysis of China's lasting institutional structure and enduring ideology generally understood as the Confucian heritage. Satisfies the Historical Perspective core requirement. Offered every other year; offered Spring 1998.

247 The Forging of the Japanese Tradition  This introductory survey of Japanese culture from its beginning to about 1840 examines the formation and evolution of the early Japanese imperial state, the emergence and disposition of Japan's feudal system of rule by a military elite, and commercial and social change in the early modern era of Tokugawa Japan. Special attention to enduring values enables understanding of the persistence of Japan's distinctive tradition despite cultural innovations from both indigenous and outside sources. Satisfies the Historical Perspective core requirement. Offered every other year; Next offered Fall 1998.

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 individualism and social responsibility. Thinkers to be studied include Winthrop, Edwards, Franklin, Jefferson, Madison, Leggett, Calhoun, C. Beecher, S. Grimké, Douglass, Fuller, Emerson, Thoreau, Noyes, Fitzhugh, and Melville. Satisfies the Humanistic Perspective core requirement. Offered every other year; offered Spring 1998.

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, intellectual options for African Americans, 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. Offered every three years; not offered 1997-1998.

280 Colonial Latin America  This course is a survey of the early period of Latin American history, from 1492 to 1826. It begins with an overview of the European background and the major indigenous civilizations in what became known as the New World. The central focus will be the encounter of indigenous and Iberian cultures and the process of conquest, resistance and mutual transformation that ensued over the next three centuries. Attention will also be given to the social and economic structures and institutions of the colonies themselves, the development in some regions of plantation economies using slave labor from Africa, and the evolving relationship of Spanish America and Brazil to Europe, culminating in the wars of Independence. Satisfies the Historical Perspective core requirement.

281 Modern Latin America  Beginning with the transition from colonies to independent nations and ending with the debt crisis and political transitions of the 1980s, this course considers the Latin
American region from the perspective of its subordinate incorporation into the world economy, its struggles for democratic institutions and equitable development, and its class, gender and ethnic relations. Satisfies the Historical Perspective core requirement.

283 The United States and Latin America This course surveys relations between the United States and Latin America from the early nineteenth century to the present, with an emphasis on the interrelationship of economic, political, social and cultural factors. Principal themes, considered through a variety of analytical and historical perspectives on international relations, include the changing framework and principles of foreign policy and the nature of economic trade and investment in the region. Satisfies the International Studies core requirement. Offered every other year; offered Spring 1998.

301 Alexander the Great and the Hellenistic World In 334 BC, 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 over 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. Offered every three years; next offered Fall 1998.

302 Birth of Europe Survey of Medieval west from 5th through the 10th century: 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. Offered every other year; next offered Fall 1997.

303 The High and Later Middle Ages Study of the medieval world from ca. 1000-1500. Topics covered 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 medieval political institutions; the problem of the decay of medieval civilization. Offered every other year; next offered Spring 1998.

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, et al. Not offered 1997-1998.

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. Not offered 1997-1998.

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. Offered every other year; next offered Spring 1999.

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. Offered every three years; offered Spring 1998.

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. Offered Fall 1997.

312 History Of Science: The Scientific Revolution Of The 20th Century In the period since 1905 a major scientific revolution has taken place—equal in scope and importance to the Scientific Revolution of the 17th Century. Today, the basic theories and methods of astronomy, physics, chemistry, biology, and earth science are remarkably different from those of the 19th century and before. The consequences of these changes, not just for the sciences and technology, but for philosophy, religion, ethics, and our ideas concerning the place of humanity in the universe, are profound. Yet most adults still live mentally in a "former world" of science—the world of Newton, Darwin and other "classical" thinkers. In this course we will explore the historical emergence of the contemporary scientific world view: quantum theory, relativity, "big-bang" cosmology, modern evolutionary and molecular biology, and continental drift. Very recent developments (chaos theory, complexity theory) will also receive attention. Offered Fall 1997.

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 Romania. 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. Crosslisted as PG 374. Next offered 1998-1999.

323 Russia to 1861 Political and socio-economic evolution of Russia since the 9th century; equal emphasis on medieval and modern periods; in examining the evolution of Russian historical experience, the course underlines the breaks as well as continuities between past and present. Offered Fall 1997.

324 Russia Since 1861 The course covers Russian Imperial state and society; revolutionary movements: causes of 1905 and 1917 revolutions; Russian and Soviet political cultures; Soviet Union and
the modernization of Russia; Russian and Soviet foreign policy; the collapse of communism and the Soviet empire; post-communist Russian society and politics. Crosslisted as PG 373. Next offered 1998-1999.

329 France Since the Revolution: 1789-1990 Analysis of continuing social, economic, and political change as France, already a distinctive country, gradually became a modern state and society. Offered every other year; next offered Spring 1999.

330 Crime and Society in England This course traces the revolutionary changes in the perception of criminality, the use of the criminal law, and the methods of law enforcement and punishment between 1750 and 1900. These changes will be explained as the result of a society experiencing the dual impact of the Industrial and French revolutions. Offered every three years; not offered 1997-1998.

332 Britain in the 19th Century: Industry and Empire The political, social, economic, and intellectual forces that worked to shape Britain in the 19th century. Offered Spring 1998.

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. Offered every other year; offered Spring 1998.

346 China Since 1800: Reform and Revolution Through the study of the overlapping processes of reform and revolution in China in the 19th and 20th centuries, this course surveys the emergence of today's People's Republic and Taiwan. The course gives special attention to institutional and cultural innovation within a context of continuity and to the primacy of internal sources of change, despite external pressures to alter China.

347 New China: The Rise of the People's Republic This course examines contemporary China through consideration of the rise of the Chinese Communist Party beginning in the 1920s, revolutionary nationalism, the legacy of Mao Zedong, and socialist modernization since 1949. Of special interest in the course is the role of intellectuals in Chinese state and society through the Maoist and Dengist eras. Prerequisite: HIST 346 or permission of the instructor. Offered every three years; not offered 1997-1998.

348 Japan's Modern Century This course examines the emergence of modern Japan from before the Meiji Restoration (1868), through the triumph and tragedy of imperial Japan, and beyond post-war reconstruction. The consideration of ideas, principles, and values that informed Tokugawa state and society and the study of Japan's selective absorption of European and American ideas and forms enable understanding of the role of values, both Japanese and non-Japanese, in Japan's national integration, rapid industrialization, and achievement of international recognition and power. Satisfies the Comparative Values core requirement.

350 American Transcendentalism 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. Offered every other year; next offered 1998-1999.

351 Topics in Early American History: This course will examine a particular topic in the history of British North America during the seventeenth and eighteenth centuries. The topic will vary from
year to year. Possible future topics include Puritanism; Indian-European interactions; slavery and race; politics and empire; community and regional studies; family and gender; warfare; and biography and autobiography. The topic for Fall 1997 will be biography and autobiography. This course may not be repeated for credit. Offered every other year; offered Fall 1997.

352 The American Revolution, 1763-1789 This course will emphasize the following themes: the things that divided Americans from one another and the things that united them in rebellion; the incidents and ideology that convinced colonists that the British king, parliament, and people were conspiring to deprive them of their liberty; the reasons that some Americans remained loyalists while others became rebels; the relationship between imperial constitutional crisis and domestic social crisis; the tension between the revolutionary ideal of civic virtue and the reality of self-interested behavior; the implications of the daring experiment in establishing republican government; and the legacy of the Revolution for subsequent American history. Readings will include some primary sources (such as Common Sense, the Federalist, and memoirs by participants in the Revolution). However, the main emphasis will be on modern historians' interpretations of the causes, character, and consequences of the Revolution. Offered every other year; offered Spring 1998.

355 African American Women in American History This course will examine the distinct historical experience of African American women and will explore the importance of race and of gender in the American past. Some of the topics to be considered include African American women and slavery, free black women in antebellum America, African American women and reform, issues of the family in slavery and freedom, sexuality and reproductive issues, African American women and the world of work, African American women in the struggle for education, and African American women and organized politics. The exploration of values will be an important component of the course. Readings will emphasize the use of primary sources ranging from slave narratives to contemporary fiction. Satisfies the Comparative Values core requirement. Offered every other year; offered Fall 1997.

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. Offered every three years; not offered 1997-1998.

359 The United States in the 1960s This course will explore the history of the United States during the 1960s, investigating topics and themes in social, political, and cultural history. The class will emphasize the exploration of various forms of social and political activism, including the civil rights movement, the New Left and student movement, the antiwar movement, the women's movement, environmentalism, the movement for American Indian rights, La Raza, consumer activism, and the gay liberation movement. Other topics to be considered will include the New Frontier, the Great Society, the Vietnam War, the counterculture, and the conservative resurgence. Offered every three years; offered Fall 1997.

360 Native American History This course examines changes in Native North American societies from the early seventeenth century to the present. While the focus of the course is squarely on the experiences of American Indians, the course treats Native American history as part of the social history of the United States. Participants in the course will study the values and traditions of Native Americans from the point of view of Native Americans themselves. They will also study the history of interactions between American Indians and Euro-Americans. Satisfies the Comparative Values core requirement. Offered every three years.
American Environmental History  This course examines the relationship between human society and the natural world in what is now the United States. That relationship is complex: non-human nature sustains human society, yet people can have a profound and often destructive effect on the natural world. Nature, nonetheless, cannot be completely altered to suit human needs: resources are finite and people are bound by the limits of biology. The environment thus simultaneously creates and limits human possibilities and reflects human influences. Through reading and discussion, participants in this course will examine this reciprocal relationship between ecology and society. Offered every three years.

The Civil War  The social, political, economical, and cultural conflicts that shaped the United States in the nineteenth century came to a head in a bitter civil war. This course will examine the fundamental questions about democracy, political confederation, freedom, equality, and nationhood that Americans faced as they wrestled with those conflicts and as they found their fratricidal war. It will also give particular attention to the process of reconstruction and to broader reconfigurations of American society through about 1900. Offered every three years.

History of the West and the Pacific Northwest  This course examines major themes in the history of the American West during the last two centuries, with particular emphasis on the Pacific Northwest. Themes include Indian-white encounters, the formation of frontier communities, land policy and resource use, the impact of federalism, urbanization, and the West in the American imagination. Offered every three years.

War and Society: The United States in the Twentieth Century  This course considers United States involvement in wars during the 20th century. The course will emphasize the exploration of three topics, including the relationship between war and social, political and economic change on the homefront, war and United States international relations, and the cultural consequences of the changing nature of war. Offered every three years; not offered 1997-1998.

Women and Social Change in the U.S. Before 1880  Beginning before the confrontation between Native Americans and English colonizers, this course examines women's experience in this country 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 women's lives — from the most intimate to the most public levels. Satisfies a Society core requirement. Offered every three years; not offered 1997-1998.

Women and Social Change in the U.S. Since 1880  This course takes on a three-fold task: 1) to explore how basic demographic, socio-economic, and cultural transformations in the U.S. over the last century have differentially affected women's lives; 2) to examine how these social structural changes have periodically given rise to "women's movement" activism—or the commitment of some women to act collectively to change social conditions perceived to be constricting or oppressive to women—as well as to collective or institutional efforts to counter such a movement; and 3) to explore the various strands of 20th century feminism, a cultural tradition made up of beliefs, ideas, and values which originates from the same material conditions and influence and overlaps with the organized actions of the "women's movement" above, but which has its own separate and complex "life." Satisfies the Comparative Values core requirement. Offered Spring 1998.

African American Intellectual History  This course will examine African-American intellectual history from the mid-nineteenth century to the present. It will explore major statements and significant themes within African-American thought, competing traditions and intellectual tensions that have shaped African-American ideas, and relationships between those ideas and the larger contexts of American social, political, and intellectual life. Frederick Douglass, Booker T. Washington, W.E.B.
DuBois, Marcus Garvey, Martin Luther King, Jr., and Malcolm X define a chronological spine for the course, which will also attend to voices ranging from Martin Delany and Ida B. Wells-Barnett in the nineteenth century to Toni Morrison, Thomas Sowell, and Cornel West in contemporary discourse. Offered every three years; not offered 1997-1998.

380 Modern Mexico This course traces the emergence of modern Mexico in the last century. The course begins with attempts at economic modernization and political centralization in the late nineteenth century, considers the social upheaval of the Revolution of 1910 and the consolidation of the post-revolutionary regime by 1940, follows the rise and demise of the "Mexican Miracle" of growth and stability from 1940 to 1968, and examines recent reforms emerging from the debt and political crises of the 1980s. The focus is on the nature of the political system, how different regions and social sectors have experienced the century of change, and diplomatic and economic relations with the United States. Not offered 1997-1998.

385 Cities, Workers, and Social Movements in Latin America, 1880-1990 This course explores the development of the Latin American city over the last century and considers the patterns of social mobilization among workers and the urban poor that have helped to shape the modern political traditions of the region. The first theme considers urban growth and social conditions and the interplay between elite and popular classes in the urban context. The second explores the role of workers and their attempts to organize in the workplace and assert themselves in local and national political arenas. The final theme examines historical and contemporary urban social movements that have contributed to the process of democratization in Latin America. Offered every other year; offered Fall 1997.

392 History and Historians This seminar examines the evolution of history as a discipline and of historical thought (historiography) and treats selected topics in critical and speculative philosophy of history. Students will be reading and analyzing classical authors such as Herodotus, Thucydides, St. Augustine, Machiavelli, Voltaire, Hegel, Marx, Buckle, and Toynbee and grappling with fundamental questions of the nature and meaning of historical inquiry (the meaning of historicism, the nature of historical objectivity, the relation of history to other disciplines). The course is designed for majors interested in pursuing graduate study in history and students intrigued by philosophical issues inherent in the discipline. Offered every three years; not offered 1997-1998.

400 Research Seminar in Historical Method This course is a practicum in the methods and techniques of historical research and writing. Students will undertake independent research in primary source materials and complete an advanced research paper. The content varies with instructor and may have European (400A), American (400B), East Asian (400C), or Latin American (400D) emphasis.

495/496 Independent Study An independent study course provides for study under the supervision of a faculty member of a specific topic not covered by existing courses in order to develop a particular interest on the part of the student. The topic must be agreed upon with a faculty member and described in a proposal at the time of registration. No more than one independent study may count toward the major or minor in history.
Honors

HONORS

Director: Michael Cutley, English

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

Committee: William Barry, Classics; Inger Brodey, English; Robert Garratt, English; Mott Greene, Honors; Connie Hale, English; Paul Loeb, Philosophy (on leave Fall 1997); David Lupher, Classics; Matthew Moelter, Physics; Ili Nagy, Art; John Riegsecker, Mathematics and Computer Science

About the Program

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

The curriculum of the program has been designed to realize the principal objectives of the University's academic program: breadth as well as depth in learning, and the refinement of writing and intellectual skills. The foundation of this curriculum is the three-year sequence 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 culminating in a comparative study of classic texts from Near Eastern, South Asian, and East Asian civilizations. 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 an approved 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) The following courses must be taken by all Honors students: HON 101, 210, 211, and 401.
2) All Honors students must take three of the following four courses: HON 206, 212, 213, 214.
3) Writing and publicly presenting a senior thesis normally in the student's major.

Students are urged to take the Honors courses in their proper numerical sequence. 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. The Honors faculty annually reviews the performance of Honors students to determine their continuance in the Program. Dismissed students may apply for readmission upon evidence of satisfactory academic improvement.

Course Offerings

Each course carries 1 unit of credit and is offered at least once each academic year.

101 Freshman Seminar in Writing. This course requires extensive reading, writing, and revising. Students will undertake both informal and formal writing. They will explore the processes involved in pre-writing, writing, and revising, as well as editing and, proofreading. They will receive informal responses from both their peers and their instructors as well as formal commentary and evaluation from their instructors at several stages throughout the writing process. In writing and revising their
essays, students will learn what goes into sound academic writing as well as how to develop their own individual styles. Satisfies the Communication 1 core requirement. Prerequisite: Admission to Honors Program.

206 The Arts of the Classical World and the Middle Ages This course introduces students to the aesthetic and formal aspects of Egyptian, 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. Prerequisite: Admission to the Honors Program.

210 The Classics: Historical Perspective This course aims to introduce students to the works of a number of great historians from ancient Greece to the American 20th century. Exposure to the texts of such historians as Herodotus, Tacitus, and Bede 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 core requirement. Prerequisite: Admission to the Honors Program.

211 The Classics: Humanistic Perspective This course will undertake 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 ancient eastern Mediterranean to 20th-century England and Ireland. Among the heroes and heroines whom we shall meet are Ulysses, Penelope, Aeneas, Dido, Dante, Francisco da Rimini, J. Alfred Prufrock, and Leopold and Molly Bloom. Satisfies the Humanistic Perspective core requirement. 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 developed 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 and hyperbolic 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 the theme of the individual and his or her relation to society. The works selected will span the period from the Renaissance to the 20th century. Satisfies the Society core requirement. Prerequisite: Admission to the Honors Program.

401 Some Classics of Islamic, Indian, and East Asian Civilizations A study of values, pursued through examination of classic works of Islamic, Indian, Chinese and Japanese civilizations. The
course draws extensively on knowledge of the aesthetic, ethical and intellectual values of Western Civilization, gained in Honors 210 through 214. Via comparative study, the course aims both to deepen students’ understanding of Western Civilization and to establish a basis for the independent study of civilizations outside the West. Satisfies the Comparative Values core requirement. Prerequisites: Six of seven required Honors courses.

HUMANITIES

Director: Robert Garrison, English
Advisory Committee: Ronald Fields, Art, Christopher Ives, Religion (on leave Spring 1998); 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

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

110 Utopia/Anti-Utopian: A Freshman Seminar in Writing What is the perfect society? What is the proper role of government in that society? How much individual freedom should be allowed members of a community? What is the function of art or education in shaping citizens? How much disagreement or dissent can be tolerated in a community? In a historical survey of utopian theory, we will discover how selected writers have answered these questions as they offer versions of ideal societies and governments. We will consider the evolution of utopianism—the concept of an ideal society—and its criticism—anti-utopianism—in western thought from the ancient world to the twentieth century. Our reading will include Plato’s Republic, More’s Utopia, Swift’s Gulliver’s Travels, Bellamy’s Looking Backward, Freud’s Civilization and its Discontents, Skinner’s Walden Two, and Le Guin’s The Dispossessed. Satisfies the Communication I core requirement.

111 Legends of the Fall: A Writing Intensive Humanities Seminar For millennia, the story of the Fall in Genesis has provided Western thinkers with a foundation for interpreting sin and death; constructing ideas of political, cosmological, and social order; fashioning an anthropology that negotiates the relationship between the body and the soul; exploring gender and Nature; questioning the relationship between empirical knowledge (Science) and Wisdom (Authority). This course introduces first year writers to these complex issues from a variety of texts and disciplines (Scriptural, literary, historical, scholarly). Satisfies the Communication I core requirement.

112 Freedom and Authority: A Freshman Seminar in Writing This course will trace a very old conversation that will take us from 5th century Athens through the British Enlightenment, and eventually the United States. This ancient conversation represents each era's attempt to understand
the human condition and the relation between claims of self and society. Recurring questions include: What constitutes human happiness or the best life? What is freedom? Does freedom have limits? What is the purpose of government? What constitutes justified political authority? What is the proper relationship between the individual and society, and between parent and child? Is there a difference between unity, uniformity, and harmony? and is there a difference between a good human being and a good citizen? Through major works of literature and political philosophy, we will learn how this conversation has shaped modern life in the West. Our texts will include works by Plato, Aristotle, Sophocles, Shakespeare, Locke, Austen, and deTocqueville. Satisfies the Communication I core requirement.

113 The Genealogy of "Race": A Writing Intensive Seminar The idea of separate human "races" dates only to the 1700s, yet "the problem of the color-line," as W.E.B. Du Bois put it, has been the challenge of the twentieth century, and the "pitfalls of racial reasoning," in Cornell West's terms, promise to dominate the twenty-first century. In order to move from the popular sensationalizing of race (Rodney King, Anita Hill-Clarence Thomas, O.J. Simpson) to more scholarly—and ultimately more practical—forms of inquiry, this writing intensive course analyzes critical shifts in the representation of "race" over three centuries in this country. Introducing students to a variety of historical and disciplinary perspectives from literature, art history, law, medicine, and the social sciences, this course examines how and why cultural constructions of "race" have informed personal, civic, legal, and national identities. Satisfies the Communication I core requirement.

200 The Individual in the Classical and Medieval Traditions Through the integration of history, art, and literature or philosophy, this course examines the similarities and differences in the conceptions of human excellence in an intellectual, moral, aesthetic, and emotional context within the Classical and Medieval Western worlds. Satisfies the Humanistic Perspective core requirement.

201 The Arts, Ideas, and Society: Western Tradition Survey of intellectual developments in Western civilization from the Renaissance through the 18th century. Focuses on the integration of science and humanities in history. Considers how humankind creates certain models of the universe and examines the effects of this process on social and intellectual life. Satisfies Historical Perspective core requirement.

206 The Classics of Russian Literature Most great Russian writers of the 19th-20th centuries have been concerned with the so-called "accursed questions" that address the purpose and meaning of human existence, the role of the individual, the individual's obligations to oneself and to fellow human beings, the claims that state and society may place on human freedom, the individual's relationship to the infinite and the divine. The texts chosen to illuminate these themes, include, among others, works of Pushkin, Gogol, Turgenev, Dostoevsky, Tolstoy, Bulgakov, and Solzhenitsyn. Satisfies the Humanistic Perspective core requirement.

208 Classics of East Asia Proceeding on the assumption that classic works of creative expression are universally accessible, this course explores translated literary classics that have informed the evolution of China and Japan through more than two millennia. Texts include selections from novels, poetry, drama, and stories in the consideration of recurring issues of human experience such as nature, family, power, wealth, love, self, society, and the consequences of social change. Satisfies the Humanistic Perspective core requirement.

302 Individuality and Transcendence in Medieval Literature This course explores medieval romance in its cultural and historical milieu, focusing upon the development of the individual in Western society. Satisfies the Comparative Values core requirement. Crosslisted as FL 393. Offered alternate years; next offered Spring 1998.
Latin American Studies

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, Darwin, Freud, Eliot, Yeats, Kafka, Woolf, 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.

306 Cultural Identity in Japan and the United States This course examines Japanese and American cultural identity, focusing on how “cultural identity” takes shape, changes over time, and manifests itself in literature and cinema in these two traditions. Through close comparative analysis of moral, aesthetic, and intellectual values, the course considers key elements in being Japanese and American. Issues of race and gender will be examined as well. Students will read works of literature and secondary sources in history and the social sciences. Satisfies the Comparative Values core requirement.

LATIN AMERICAN STUDIES

Coordinators: Don Share, Politics and Government (on leave 1997-1998); John Lear, History

Advisory Committee: Florence Ariessohn, Foreign Languages and Literature; Ross Singleton, Economics; David Lupher; Classics; Harry Vélez-Quintones, Foreign Languages and Literature

About the Program

The Latin America Studies Program offers an interdisciplinary approach to the study of Latin America. The United States and the countries of Latin America have historically exerted great influence on each other and today, in the age of NAFTA, are more intertwined than ever before. The Program is organized around a required introductory course, Latin American Studies 100, which fulfills an International Studies core and encourages students to explore the interaction of politics, economics and culture at the national and international levels, and considers the historical legacies of contemporary aspects of Latin American societies. Drawing on courses from Foreign Languages and Literature, Politics and Government, History, and Economics, students minoring in Latin American Studies can gain an in-depth understanding of the region and different analytical tools and perspectives for understanding its past and present. Students are encouraged to gain some experience abroad, particularly through the university’s semester abroad programs in Latin America (Ecuador and Chile) and through the Latin American Study Tour, Politics and Government 370. In addition, the Latin American Studies Program serves to stimulate interest and awareness at the University by sponsoring discussions, presentations and cultural events dealing with Latin American issues.

Requirements for the minor

Completion of a minimum of five units, at least three (3) of which must be completed at Puget Sound, to include:

a) LAS 100, Latin American Studies (1 unit)

b) One course from each of the three categories below: Literature, Social Sciences, and History (3 units)

c) One elective course from any of the categories below (1 unit)
Latin American Studies

Upon approval by the Latin American Studies Program, students may complete up to two (2) of the required units of study for the minor when enrolled in a study abroad program in Latin America or in a Spanish or Portuguese speaking country. Students minoring in Latin American Studies must also complete Spanish 202 or its equivalent.

Students majoring in History, Spanish, and Politics and Government who decide to minor in LAS may count only one course taken to fulfill requirements in their respective major towards the LAS minor.

Literature
SPAN 311, Contemporary Latin American Literature
FL 380, An Archeology of the Boom: Modern Latin American Prose Fiction
Social Sciences
PG 322, Latin American Political Systems
PG 370, Latin American Study Tour
ECON 314B, Economic Growth and Development: Latin America

History
HIST 280, Colonial Latin America
HIST 281, Modern Latin America
HIST 283, The US and Latin America
HIST 380, Modern Mexico
HIST 385, Cities, Workers and Social Movements in Latin America, 1880-1990
HIST 400D, Research Seminar in Historical Method (Latin America)

Electives
SPAN 250, Hispanic Culture and Civilization
SPAN 301, Introduction to Spanish Literature
SPAN 401, Medieval Spanish Literature
SPAN 402, Spanish Literature of the Golden Age
SPAN 403, 18th and 19th Century Spanish Literature
SPAN 480, Seminar in Spanish Literature (if applicable)

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

100 Introduction to Latin American Studies  Latin America and the United States are increasingly tied through trade, immigration, security issues and cultural influences, yet our "distant neighbors" are little understood by U.S. officials, business or citizens. This course is an interdisciplinary introduction to the principal characteristics of Latin America. It will familiarize students with a variety of different disciplinary and theoretical perspectives that have been used to understand the region's development and contemporary reality, and consider the interrelationships between economic, social, political and cultural factors and the context of world historical developments. Texts include fiction, primary historical documents, film, music and scholarly studies from different disciplines and interdisciplinary perspectives. Classes will be organized around discussion and occasional presentations by guest speakers. In addition to exams, students will write several short evaluations of readings, and follow one newspaper or on-line information service on contemporary events in Latin America. The course serves as a required introduction to the Latin American Studies minor. Satisfies the International Studies core. Offered Fall 1997.
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 PG 322 to enroll in LAS 370. Students must apply through the International Programs Office and must be accepted into the program in order to enroll. Crosslisted as PG 370. Offered every three years; not offered 1997-1998.

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LEARNING CENTER COURSES

Offered by the Center for Writing and Learning

100 Accelerated Reading  .25 unit  This course is designed to develop 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  Through the acquisition of Latin, Greek and Anglo-Saxon morphemes, students will expand both their immediate vocabularies and their ability to define unknown terms. Practice in applying this increased knowledge leads to reading with greater understanding and to speaking and writing with improved clarity and precision.

105 Study Strategies  .5 unit  This course is designed to help students develop the advanced study strategies necessary for academic achievement. Topics include assessing learning styles, managing time, reading and annotating textbooks, taking lecture notes, developing critical reading strategies, improving memory, taking tests, enhancing library research techniques, and incorporating quoted material in student texts.

110 Living in America  .25 activity unit  This course will provide an introduction to college life in the United States. Required of all incoming international students. Pass/fail only.
Mathematics and Computer Science

MATHMATICS AND COMPUTER SCIENCE

Professor: Robert A. Beezer (on leave Fall 1997); Jerrill Kerrick; R. Bruce Lind; Robert Matthews, Chair; John Riegecker; David Scott; Bryan A. Smith (on leave Spring 1998); Carol Smith; Ronald L. VanEnkevort

Associate Professor: Martin Jackson

Assistant Professor: Elly Claus-McGahan; Perry Fizzano

Instructor: Nancy Acree; Rosemary Hirschfelder; Charles Hommel; Alison Paradise; Matthew Pickard

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, 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 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 Bachelor of Science major in Computer Science. For students interested in the application of the computer in business, the Computer Science/Business major provides a strong background in computer science and in business.

Academic computing resources include a network of Power PCs, Pentiums, and UNIX 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 and Computer Science. All computers are on the campus network and have access to the Internet.

The Bachelor of Science in Mathematics

This degree is awarded on the basis of a course of study agreed upon by the student and a committee of faculty members. During the sophomore year or by the first semester of the junior year, a student who intends to major in Mathematics should select a faculty member in the Department of Mathematics and Computer Science as an advisor. The student and advisor form a committee which consists of two additional faculty members, one from the Department of Mathematics and Computer Science and one other. The student works with the committee to select a coherent set of courses which advance the student's educational goals. The contract is signed by the student, all three members of the committee, and Chair or Associate Chair of the department, and is filed in the Office of the Registrar. The contract is reviewed periodically and justified modifications are permitted.
Mathematics and Computer Science

Requirements for the Contract in Mathematics

1) Completion of at least eight but not more than 16 units including support courses, with no more than nine units in mathematics, and no more than 14 units, including support courses, from the Department of Mathematics and Computer Science;

2) Completion of a minimum of five upper-division (300-400 level) units in mathematics or a mathematics substitute class;

3) CSCI 161 or equivalent;

4) Two units of related upper-division (300-400 level) courses chosen to provide depth;

5) One upper-division (300-400 level) unit in a proof-based course;

6) Evidence of some mathematical activity outside the classroom.

Notes

1) Units contracted for the major, including supporting courses, can include no more than 14 units in the Department of Mathematics and Computer Science.

2) Maintain a grade point average of at least 2.00 in all contract courses. Maintain a grade point average of at least 2.00 in the upper-division (300-400 level) courses in the contract.

3) Complete at least four units of the required upper-division (300-400 level) contract courses at Puget Sound.

4) A contract would normally include the calculus sequence and linear algebra.

5) Evidence of mathematical activity outside the classroom could be paper-grading, tutoring, membership in a problem solving group or a math club, or doing an independent study.

6) A proof-based course satisfies the writing in the major requirement.

Requirements for the Minor in Mathematics

1) Completion of a minimum of five units in mathematics. One unit of credit taken from Computer Science, numbered 161 or higher, may count toward the total of five units (HON 213 can be used as an elective unit here);

2) Maintain a cumulative grade-point average of 2.0 in the five units.

3) Complete at least three units of the required courses at Puget Sound.

The Bachelor of Science in Computer Science

This degree is awarded on the basis of a course of study agreed upon by the student and a committee of faculty members. During the sophomore year or by the first semester of the junior year, a student who intends to major in Computer Science should select a faculty member in the Department of Mathematics and Computer Science as an advisor. The student and advisor form a committee which consists of two additional faculty members, one from the Department of Mathematics and Computer Science and one other. The student works with the committee to select a coherent set of courses which advance the student's educational goals. The contract is signed by the student, all three members of the committee, and Chair or Associate Chair of the department, and is filed in the Office of the Registrar. The contract is reviewed periodically and justified modifications are permitted.
Mathematics and Computer Science

Requirements for the Contract in Computer Science

1) Completion of at least eight but not more than 16 units including support courses, with no more than nine units in computer science, and no more than 14 units, including support courses, from the Department of Mathematics and Computer Science;

2) Completion of a minimum of five upper-division (300-400 level) units in computer science or a computer science substitute class;

3) MATH 121 or equivalent;

4) Two units of related upper-division (300-400 level) courses chosen to provide depth;

5) A total of two proof-based or writing courses;

6) Evidence of some interest in computer science outside the classroom.

Notes

1) Units contracted for the major, including supporting courses, can include no more than 14 units in the Department of Mathematics and Computer Science.

2) Maintain a grade point average of at least 2.00 in all contract courses. Maintain a grade point average of at least 2.00 in the upper-division (300-400 level) courses in the contract.

3) Complete at least four units of the required upper-division (300-400 level) contract courses at Puget Sound.

4) A contract would normally include CSCI 161, 261, 281.

5) Evidence of interest in computer science outside the classroom could be paper-grading, tutoring, doing an independent study, membership in the ACM student chapter, an internship or outside employment in the field.

Requirements for the Bachelor of Science in Computer Science/Business

1) BPA 210; 211; 212: 1 unit from 321 or 322 or 323 or 324; 1 unit from 402 or 469;

2) CSCI 161, 255, 261, 281, and 455;

3) ECON 175, 176;

4) MATH 211, 258, 271;

5) Maintain a cumulative grade-point average of 2.0 in the required courses in Business and Computer Science.

6) Complete at least four units of the required BPA or CSCI courses at Puget Sound.

Requirements for the Minor in Computer Science

1) Three units to include CSCI 161, 261 and 281;

2) Two units from CSCI 232 (PHYS 232), 255, 310, 315, 340, 361, 370, 375, 391, 425, 431, 455, 471, 475, 481;

3) Maintain a cumulative grade-point average of 2.0 in the five units.

4) Complete at least three units of the required courses at Puget Sound.

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.
Mathematics and Computer Science

Course Offerings in Mathematics

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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

103 Introduction to Contemporary Mathematics This course provides an introduction to contemporary mathematics and its applications. It includes topics from management science, statistics, social choice, the geometry of size and shape, and mathematics for computer science. These topics are 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 is 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. No credit will be given for MATH 103 if the student has prior credit for another mathematics course above the level of intermediate algebra. Prerequisite: One year of high school algebra. Satisfies the Mathematical Reasoning core requirement.

111 College Algebra and Trigonometry College Algebra and Trigonometry presents the basic concepts of algebra and trigonometry needed for future courses in mathematics, science, business or the behavioral and social sciences. It includes a review of elementary algebra, introduction to functions, exponential and logarithmic functions and equations and trigonometric functions. Prerequisite: Three years of high school mathematics.

121 Calculus and Analytic Geometry I There are two main topics in the calculus of functions of one variable: differentiation and integration. MATH 121 focuses on differentiation starting with limits and continuity, then defining the derivative and finishing with applications of the derivative in a variety of contexts. Throughout the course all ideas are explored from the symbolic, the graphic and the numeric points of view. Heavy use is made of a graphing calculator. Prerequisite: MATH 111, or its equivalent. Satisfies the Mathematical Reasoning core requirement.

122 Calculus and Analytic Geometry II A continuation of MATH 121. The focus is on integration and its relationship to differentiation. Topics included are defining the integral, the Fundamental Theorem of Calculus, differential equations, applications of the integral, function approximations and sequences and series. Throughout the course all ideas are explored from the symbolic, the graphic and the numeric points of view. Heavy use is made of a graphing calculator. Prerequisite: MATH 121 or its equivalent. Satisfies the Mathematical Reasoning core requirement.

211 Introduction to Mathematics of Computer Science An introduction to the mathematics underlying computer science. Topics include a review of basic set theory, logic (propositional and predicate), theorem proving techniques, logic as a method for representing information, equivalence relations, induction, combinatorics, graph theory, formal languages and automata. Prerequisites: MATH 121 or MATH 258 or equivalent.

221 Multivariate Calculus This course, a continuation of the calculus sequence that starts with MATH 121 and 122, is an introduction to the study of functions which have several variable inputs and/or outputs. The central ideas involving these functions are explored from the symbolic, the graphic and the numeric points of view. Visualization and approximation, as well as local linearity continue as key themes in the course. Topics include vectors and the basic analytic geometry of three-space; the differential calculus of scalar-input, vector-output functions; the geometry of curves and surfaces; and the differential and integral calculus of vector-input, scalar-output functions. Computer software and graphing calculators are used to increase the range of problems which stu-
students can analyze. Prerequisite: MATH 122 or its equivalent. Satisfies the Mathematical Reasoning core requirement.

232 Linear Algebra This course is a study of the basic concepts of linear algebra, and includes an emphasis on developing techniques for proving theorems. Topics covered include systems of linear equations, matrices, Euclidean vector spaces, bases, dimension, linear transformations, determinants, eigenvalues, abstract vector spaces, inner product spaces, change of basis, and matrix representations of linear transformations. Prerequisite: MATH 122. Satisfies the Mathematical Reasoning core requirement. Satisfies the proof-based requirement in major contracts.

257 Finite Mathematics An introduction to the theory of linear systems and discrete probability coupled with applications of these theories to the modeling of phenomena from business and the physical and social sciences. The study of linear systems includes a discussion of linear programming. The concepts from linear systems and probability are integrated in the study of Markov Chains and Game Theory. The use of graphing calculators and computer software will be an integral part of the course. Prerequisite: Three years of high school mathematics. Satisfies the Mathematical Reasoning core requirement.

258 Calculus for Business, Behavioral and Social Sciences This course takes a problem solving approach to the concepts and techniques of differential calculus. Applications are selected primarily from business and the behavioral and social science. Prerequisite: Three years of high school mathematics. Satisfies the Mathematical Reasoning core requirement.

271 The Elements of Applied Statistics A modern introduction to statistics concentrating on statistical concepts and the "why and when" of statistical methodology. The focus of the course is the process of learning to ask appropriate questions, to collect data effectively, to summarize and interpret that information, and to understand the limitations of statistical inference. Statistical software is used in the analysis of data and in statistical inference. Prerequisite: Three years of high school mathematics. Satisfies the Mathematical Reasoning core requirement.

295 Problem Seminar no credit In this class students and faculty discuss problems that cut across the boundaries of the standard courses, and investigate general strategies of problem solving. Students are encouraged to participate in a national mathematics competition. This class meets one hour a week, is graded only on a pass/fail basis, is a 0 credit course, and 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. Satisfies the proof-based requirement in major contracts. Credit for MATH 300 will not be granted to students who have completed HON 213. Offered every other year; offered Spring 1998.

301 Differential Equations Ordinary differential equations (ODEs) are first introduced in the calculus sequence. This course provides a deeper look at the theory of ODEs and the use of ODEs in modeling real world phenomena. The course includes studies of first order ODEs (both linear and nonlinear), second and higher order linear ODEs, and first order systems of ODEs (both linear and nonlinear). Existence and uniqueness of solutions is discussed in each setting. Most topics are viewed from a variety of perspectives including graphical, numerical, and symbolic. Tools and concepts from linear algebra are used throughout the course. Other topics which may be covered in-
Mathematics and Computer Science

Inclue series solutions, difference equations, and dynamical systems. Prerequisites: MATH 221 and 232 or permission of the instructor.

310 Numerical Analysis This course is concerned with solving mathematical problems numerically using the computer. Topics covered will include error analysis, root finding, numerical linear algebra, numerical differentiation and integration, approximation theory, and curve fitting. Prerequisites: MATH 221, 232, and CSCI 161 or equivalent. Crosslisted as CSCI 310. Offered every other year; not offered 1997-1998.

321/322 Advanced Calculus I, II This course is 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 and 232 or equivalents. MATH 321 for 322. Satisfies the proof-based requirement in major contracts.

332 Discrete Structures This course studies the basic tools and techniques of discrete mathematics and their applications. It examines such algebraic structures as monoids, semigroups, groups, rings, boolean algebras, and finite-state machines; their morphisms and quotient structures. Applications include machine minimization and coding theory. Prerequisite: MATH 232. Satisfies the proof-based requirement in major contracts.

335 Optimization An introduction to the principal areas of optimization—linear programming, mathematical optimization, and combinatorial optimization. Prerequisites: MATH 221, 232, CSCI 161. Crosslisted as CSCI 335. Offered every other year; not offered 1997-1998.

338 Combinatorics The study of the basic principles of combinatorial analysis. Topics will include combinations, permutations, inclusion-exclusion, recurrence relations, generating functions and graph theory. Additional material will be chosen from among the following topics: Latin squares, Hadamard matrices, designs, coding theory, and combinatorial optimization. Prerequisite: MATH 232. Satisfies the proof-based requirement in major contracts. Offered every three years; not offered 1997-1998.

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, and 301. Offered Fall 1997.

352 Complex Analysis The calculus of functions with complex numbers as inputs and outputs has surprising depth and richness. The basic theory of these functions is developed in this course. The standard topics of calculus (function, limit, continuity, derivative, integral, series) are explored in this new context of complex numbers leading to some powerful and beautiful results. Applications include using conformal mappings to solve boundary-value problems for Laplace's equation. Prerequisites: MATH 221 and 232 or permission of the instructor. Satisfies the proof-based requirement in major contracts.

373 Linear Statistical Modeling Using multiple regression as a unifying theme, this second level course provides a modern approach to many tools commonly used in statistical modeling. An emphasis is placed on data exploration, robust statistical methods, and diagnostic tools. Graphical methods are utilized when appropriate. Some specific topics covered from this general perspective are multiple linear regression, time series analysis and experimental design, with the major emphasis being placed on multiple regression and time series. Prerequisite: MATH 271 or equivalent.
Mathematics and Computer Science

375 Probability Theory & its Applications This course provides an introduction to the standard topics of probability theory, including probability spaces, random variables and expectations, discrete and continuous distributions, generating functions, independence and dependence, special probability models, sampling distributions, laws of large numbers, and the central limit theorem. The computer is used as a tool to enhance one's understanding of randomness and the above mentioned concepts through simulation, and to solve difficult analytical problems numerically. An emphasis on modeling real-world phenomena is always present. Prerequisites: MATH 221, 232 or permission of the instructor. Satisfies the proof-based requirement in major contracts.

376 Mathematical Statistics This course provides an introduction to statistical concepts for students with a background in probability theory. Building on this background in probability, the course develops statistical theory based on likelihood functions and other standard topics in estimation and testing. Through the analysis of real data the application of basic statistical concepts is introduced, and some familiarity with statistical software is developed. At the conclusion of the course the student should be familiar with the "why, when, and how" of statistical analysis and with basic statistical theory. Prerequisite: MATH 375 or equivalent. Satisfies the proof-based requirement in major contracts.

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, nonlinear dynamics, and applied mathematics. Prerequisite: permission of instructor. May be repeated for credit. Offered at least every three years; not offered 1997-1998.

433/434 Abstract Algebra I, II This course presents a rigorous treatment of modern algebra. The writing of proofs will be emphasized. Modern applications of abstract algebra to problems in chemistry, art, and computer science will show this is a contemporary field in which important contributions are currently being made. Topics will include groups, rings, integral domains, field theory, and the study of homomorphisms. Applications such as coding theory, public-key cryptography, crystallographic groups, and frieze groups may be covered. These are proof-based courses. Prerequisites: MATH 232 or permission of the instructor. Satisfies the proof-based requirement in major contracts.

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 375 or permission of the instructor. Crosslisted as CSCI 471. Offered every other year; offered Spring 1998.

491/492 Senior Thesis credit, variable up to one unit. A Senior Thesis allows students to explore areas of mathematics or computer science that are new to them, to develop the skill of working independently on a project, and to synthesize and present a substantial work to the academic community. Thesis proposals should normally be developed in consultation with the student's research committee. This committee should consist of the student's faculty supervisor and two other faculty members. It will be involved in the final evaluation of the project. The results should be presented in a public seminar, or written in a publishable form. Prerequisites: Completion of at least 4 upper-division (300-400 level) courses by the end of the junior year, or completion of the major by the end of the fall term of the senior year. The student should have a grade point average of at least 3.5 in all major courses numbered 300 or above.

495/496 Independent Study credit, variable up to 1 unit. Students wishing to study an academic area not covered by existing courses in the curriculum may take an independent study. Students should obtain a copy of the Independent Study Policy from the Office of the Registrar. Prerequisites: Junior or senior class standing and cumulative grade average of 3.0.
Mathematics and Computer Science

Course Offerings in Computer Science

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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

158 Microcomputer Applications in Business This course provides an introduction to the capabilities, applications, and limitations of the computer as a problem solving tool. The course provides the student with an introduction to the use of applications software in problem solving, together with an introduction to networking. Topics include the history of the computer and its impact on today's society, design of spreadsheets and databases, sharing data among applications, introduction to the Internet. Students planning to take further courses in computer science should register for CSCI 161. CSCI 158 cannot be used as a prerequisite course for CSCI 255 or CSCI 261. Prerequisites: two years of high school algebra, MATH 111, or equivalent.

161 Introduction to Computer Science This course is an introduction to computer science and programming. The programming language C++ is used to illustrate concepts in computer science. The course emphasizes the use of the computer as a problem solving tool and the development of good programming style. CSCI 161 is the introductory course for students planning to major or minor in computer science. Students planning on taking further courses in computer science should select this course instead of CSCI 158. Prerequisite: Three years of high school mathematics, Math 111 or its 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. Crosslisted as PHYS 232. Prerequisite: permission of the instructor. Not offered 1997-1998.

255 Business Data Processing Introduction to file organizations and techniques, and 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

261 Computer Science II This course is a continuation of the topics introduced in CSCI 161. It provides an introduction to the study of fundamental data structures and their associated algorithms. One of the goals of this course is to teach students how to choose the appropriate data structures and algorithms for a particular problem. Topics include lists, stacks, queues, trees, sorting, searching, abstract data types, and object-oriented programming using C++. Prerequisites: CSCI 161 together with MATH 121 or 258; or permission of the instructor. Satisfies the Mathematical Reasoning core requirement.

281 Assembly Language and Computer Architecture Introduction to machine organization, machine structure, data representation, digital logic and assembly language programming on a Motorola 68000 based architecture. Prerequisites: 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. Prerequisites CSCI 261 and permission of the instructor.
Mathematics and Computer Science

310 Numerical Analysis  This course is concerned with solving mathematical problems numerically using the computer. Topics covered will include error analysis, root finding, numerical linear algebra, numerical differentiation and integration, approximation theory, and curve fitting. Prerequisites: MATH 221, 232, and CSCI 161 or equivalent. Crosslisted as MATH 310. Offered every other year; not offered 1997-1998.

315 Computer Graphics  This course is 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. Prerequisite: CSCI 261.

335 Optimization  An introduction to the principal areas of optimization—linear programming, mathematical optimization, and combinatorial optimization. Prerequisites: MATH 221, 232, CSCI 161. Crosslisted as MATH 335. Offered every other year; not offered 1997-1998.

340 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, human engineering, and CASE tools. A team project is an integral part of the course. Prerequisites: one of CSCI 281, CSCI 361, or CSCI 455 with a grade of C- or better. Satisfies a writing requirement in major contracts. Offered every other year; offered Fall 1997.

361 Algorithms and Data Structures  This course studies advanced data structures, the algorithms needed to manipulate those data structures, proofs that the algorithms are correct, and a runtime analysis of the algorithms. Topics will include data structures, Binary Search Trees, AVL trees, Splay Trees, B-Trees, Binary, Leftist, and Skew Heaps, and Sets. Algorithms; Greedy Algorithms, Divide and Conquer, Dynamic Programming, Backtracking, and NP-Complete problems. Prerequisites: CSCI 281, and either MATH 211 or (332 or 433 taken concurrently). Satisfies a writing requirement in major contracts.

370 Theory of Computation  An introduction to formal models of computers and computation. Topics include formal languages and automata theory, computability, decidability, and Church's Thesis. Prerequisites: CSCI 361. Satisfies the proof-based requirement in major contracts.

375 Computer Systems and Architecture Design  The study of the functionality and implementation of computing machines. Topics include: central processor design, memory hierarchies and parallel architectures. We will explore the motivations behind the fundamental concepts as well as analyze their particular implementation in existing machines. Prerequisites: CSCI 361 (or concurrent). Offered every other year; offered Spring 1998.

425 Advanced Topics in Computer Science  The topics will be chosen each time the course is offered to meet the interests of students and instructors. Possible topics include computer architecture, computer modeling and simulation, networks, advanced graphics, and advanced artificial intelligence. Prerequisites: CSCI 361 and permission of the instructor. Offered Spring 1998.

431 Introduction to Artificial Intelligence  This course introduces the student to the techniques of artificial intelligence using LISP or Prolog. The student is introduced to the basic techniques of uninformed and informed (heuristic) search, alpha-beta pruning in game trees, production systems, expert systems, neural networks, and to techniques of knowledge representation and problem-solving. Additional topics may include computer models of mathematical reasoning, natural language
Mathematics and Computer Science

understanding, machine learning, and philosophical implications. Prerequisites: CSCI 361 (may be taken concurrently) or permission of instructor. Offered every other year; not offered 1997-1998.

455 Database Management Systems The design and implementation of database management systems with emphasis on the relational and object-oriented models for data. Topics will include data models, design methods and tools for design, SQL, database tools, and implementation issues, and will include substantial work with a commercial main-frame relational database management system and associated tools. A group term project will be a significant part of the course. Prerequisites: CSCI 261, (MATH 211 or MATH 257). It is expected that CSB majors will have taken CSCI 255 before taking CSCI 455. Satisfies a writing requirement in major contracts.

460 Senior Project A practical computer software development experience to incorporate topics learned in advanced computer science courses with the tools and techniques for software development studied in the software engineering class. Prerequisites: The software engineering course, CSCI 340, with at least one upper division computer science course in an area related to the project. Satisfies a writing requirement in major contracts.

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 375 or permission of the instructor. Crosslisted as MATH 471. Offered every other year; offered Spring 1998.

475 Operating Systems The study of the fundamental principles of modern operating systems. Topics include: input/output, concurrent processing, memory management, file systems, security and distributed systems. Abstract models as well as actual examples of operating systems will be studied. Prerequisite: CSCI 361. Offered every other year; not offered 1997-1998.

481 Compilers and Compiler Writing The study of formal languages and automata theory and their application to the process of translating a source program written in a high-level computer language (source language) to an intermediate language. The study of the process and techniques of taking an intermediate language and employing syntax-directed translation together with optimization to produce an efficient low-level language program equivalent to the source program. The student will construct a compiler or interpreter for a subset of the Pascal language or some other significant language. Prerequisites: CSCI 281 and MATH 211 or CSCI 370 (CSCI 370 may be taken concurrently). Offered every other year; offered Spring 1998.

491/492 Senior Thesis credit, variable up to one unit. A Senior Thesis allows students to explore areas of mathematics or computer science that are new to them, to develop the skill of working independently on a project, and to synthesize and present a substantial work to the academic community. Thesis proposals should normally be developed in consultation with the student's research committee. This committee should consist of the student's faculty supervisor and two other faculty members. It will be involved in the final evaluation of the project. The results should be presented in a public seminar, or written in a publishable form. Prerequisites: Completion of at least 4 upper-division courses by the end of the junior year, or completion of the major by the end of the fall term of the senior year. The student should have a grade point average of at least 3.5 in all major courses numbered 300 or above.

495/496 Independent Study credit variable up to 1 unit. Students wishing to study an academic area not covered by existing courses in the curriculum may take an independent study. Students should obtain a copy of the Independent Study Policy from the Office of the Registrar. Prerequisites: Junior or senior class standing and cumulative grade average of 3.0.
Military Science/Music

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, three workshops (leadership labs) per quarter, and one overnight field exercise per quarter. Professional military education covers military history, human behavior, management, written communication skills, and national security studies. A substantial amount of writing is expected in each course.

The program provides scholarship assistance for selected students and $100 a month for all scholarship and third or fourth year students. Normally a four-year program, students may compress the program if they have at least two academic years remaining and have completed their freshman year. Veterans receive advanced placement. Applications for scholarships are accepted from members of the freshman and sophomore classes from November to February of each year.

For further information contact Army ROTC, 12013 South Park, Tacoma, WA 98447, 253-535-8740.

MUSIC

Professor: Geoffrey Block; Lawrence Ebert; Thomas Goleeke; Duane Hulbert; Robert Musser; Paul Schultz (on leave Fall 1997); Edward Seferian; James Sorensen, Dean

Associate Professor: Patti Krueger

Assistant Professor: Tanya Stambuk (on leave Spring 1998)

Northwest Artist in Residence: Cordelia Wikarski Miedel

Affiliate Artist Faculty: Joseph Adam; Marcia Baldwin; Geoffrey Bergler; Rodger Burnett; Laura DeLuca; Karla Flygare; Stephen Fissel; Lynn Johnson; Ron Johnson; Penny Lorenz; William Mourat; Ron Munson; Richard Nace; Sydney Potter; Joyce Ramee; Douglas Rice; Stephen Schermer; Joan Winden; Pat Wooster

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 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 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, and Music Business. Primary emphasis in the professional degrees is on the development of knowledge, understanding, concepts, and sensitivity essential to life as a professional musician.
Music

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 concerts and 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 through individual lessons is offered to students in keyboard, orchestral and band instruments, voice, and classical guitar. The choice of materials is left to the discretion of the instructors. Students accepted to the Performance Major take courses 161 through 462; all others take courses 111 through 412. Applied Music is not available for audit.

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.

Applied Music Fees

One-quarter unit, $75
One-half unit, $150
One unit, $300

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 chair, find the experience necessary to qualify for private or small group instruction.

Requirements for the Major

1) Entrance audition to demonstrate appropriate background and potential and formal acceptance into the School of Music;

2) Completion of 32 units for the Bachelor of Arts or Bachelor of Music degree; in the Bachelor of Arts program students must fulfill the Fine Arts core requirement with a course outside of Music.

3) Music majors must attain, maintain membership in, and be registered for 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, the Dorian Singers, the University of Puget Sound-Tacoma Civic Chorus, or Opera Theatre. 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 Business majors are registered 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. 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 an interview with an academic advisor, 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 an advisor and a second review of academic performance (a minimum of 2.3 overall grade-point average and 2.5 music grade-point-average).

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 393 or an equivalent one semester in-school teaching experience.

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.

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. Music Education majors must receive a grade of C or better in all required courses to fulfill Washington State teacher certification requirements. 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 Performance**

**Piano Emphasis**

1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;

2) Three units History MUS 230, 231, and 493;

3) One-half unit Conducting: MUS 291 or 293;

4) Seven units Applied Music: 6 units of MUS 161-462 (major instrument), MUS 353 (Pedagogy and Literature), MUS 168 or 368 (Chamber Music), and MUS 422 (Junior-Senior Recital);

5) Two and one-half units to be chosen from MUS 220, 221, 222, 292, 294, 301, 401, 402, 493, 494;

6) Participation in a performing group each term;

7) Recital attendance.

**Voice Emphasis**

1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;

2) Three units History: MUS 230, 231, and 493;

3) One-half unit Conducting: MUS 293;

4) Seven and one-half units Applied Music: 6 units of MUS 161-462 (major instrument); MUS 235 and 236 (Diction), MUS 356 (Pedagogy and Literature), and MUS 422 (Junior-Senior Recital);
Music

5) Two units to be chosen from MUS 220, 221, 222, 292, 294, 301, 401, 402, 493, 494;
6) Participation in a performing group each term;
7) Recital attendance;
8) Two units of a Foreign Language to fulfill the Communication II, Option B core requirement.

Organ Emphasis
1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2) Three units History: MUS 230, 231, and 493;
3) One-half unit Conducting: MUS 291 or 293;
4) Six and one-half units Applied Music: 6 units of MUS 161-462 (major instrument); MUS 357 (Performance Practice and Literature), MUS 422 (Junior-Senior Recital);
5) Three units to be chosen from MUS 220, 221, 222, 292, 294, 301, 401, 402, 418, 493, 494;
6) Participation in a performing group each term;
7) Recital attendance.

Orchestral Instrument Emphasis
1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2) Three units History: MUS 230, 231, and 493;
3) One-half unit Conducting: MUS 291;
4) Seven units Applied Music: 6 units of MUS 161-462 (major instrument); 1 unit of MUS 168 or 368 (Chamber Music); MUS 422 (Junior-Senior Recital);
5) Two and one-half units to be chosen from MUS 220, 221, 222, 292, 294, 301, 401, 402, 493, 494;
6) Participation in a performing group each term;
7) Recital attendance.

Bachelor of Music in Music Education

Music Education
Graduates will be able to achieve Washington State teacher certification by completing the Master of Arts in Teaching degree. (The MAT program is described in the Education section of this Bulletin.) Within a five-year program, students will thus be able to earn both a Bachelor of Music in Music Education and a Master of Arts in Teaching. The Bachelor of Music in Music Education is a prerequisite in the Master of Arts in Teaching degree. Application to the MAT will take place in the Senior year. Details are available from the School of Education.

Instrumental and General Emphasis
1) Four units Music Theory to include 101-103, 102-104, 201-203, and 202-204;
2) Three units Music History to include 230, 231, and 493;
3) Five units Music Education to include MUS 291, 295, 297, 292, 296, 298, 393, 395, 397, 394, 396, and 398;
4) Two units Applied Music 111-412 on major instrument (Strings, Winds, or Percussion);
5) Two units music electives (may include 1.5 activity units);
6) Participation in a performing group each term;
7) Recital attendance;
8) EDUC 411, 412, 413 recommended as electives.

Choral and General Emphasis

1) Four units Music Theory to include 101-103, 102-104, 201-203, and 202-204;
2) Three units Music History to include 230, 231, and 493;
3) Five units Music Education to include MUS 293, 295, 297, 294, 296, 298, 393, 395, 397, 394, 396, and 398;
4) Two units Applied Music 111-412 (Voice or Piano);
5) Two units music electives (may include 1.5 activity units);
6) Participation in a performing group each term;
7) Recital attendance;
8) EDUC 411, 412, 413 recommended as electives.

Keyboard or other instrumental majors enrolled in the music education choral/general degree program require four semesters of applied voice (which may include up to two semesters of class voice).

A student who desires a comprehensive program (demonstrated experience in both vocal and instrumental music) must complete an application process during the first semester of the sophomore year. If the student is accepted, a program will be designed to fulfill the instrumental, choral, and general degree requirements. Comprehensive music education majors require two semesters of class voice and two semesters of applied voice, or four semesters of applied instrumental lessons in the secondary area.

Bachelor of Music with Elective Studies in Business

1) Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2) Three units History: MUS 230, 231, and 493;
3) One-half unit Conducting: MUS 291 or 293;
4) Two units Music Business: MUS 341 and 497;
5) Five units Business and Computer Science: BPA 211, 212, 321 or 322, one advanced level Business elective (which cannot be used to satisfy a University Core requirement), and CSCI 158 or 161;
6) Two units Applied Music: MUS 111-412 (major instrument);
7) Two and one-half units to be chosen from MUS 161-462, 168/368, 220, 221, 222, 292 or 294, 301, 401, 402, 493, 494;
8) Participation in a performing group each term;
9) Recital attendance.

Bachelor of Arts with a Major in Music

1) Four units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204;
2) Three units Music History to include MUS 230, 231, 493;
Music

3) Two units Applied Music (major instrument) to include MUS 111 through 412;
4) Participation in a performing group each term;
5) Recital Attendance.

Minor in Music

1) Two units Theory: MUS 101/103, 102/104;
2) Two units History: one unit from MUS 100, 230, 231, 274, 275, 276; one unit from MUS 100, 220, 221, 222, 230, 231, 274, 275, 276;
3) One unit Applied Music: MUS 111-212; (Voice minors: one unit to include MUS 107/108 and MUS 111-112);
4) One unit Music elective;
5) Each Music minor shall register for and maintain membership in the appropriate University music organization 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
222, Music of the World's Peoples
230/231, History and Literature of Music I, II
274, The Age of Haydn, Mozart, and Beethoven
275, Romanticism in Music
276, Twentieth Century Music
493, Special Topics in Music History
494, Music History Thesis

Pedagogy and Literature
235/236, Diction for Singers I, II
353, Piano Pedagogy and Literature
356, Singing: Its History, Pedagogy, and Literature
357, Performance Practice and Literature for the Organ
418, Liturgies and Hymnology

Conducting
291, Instrumental Conducting and Rehearsal Techniques I
292, Instrumental Conducting and Rehearsal Techniques II
Music

293, Choral Conducting and Rehearsal Techniques I
294, Choral Conducting and Rehearsal Techniques II

Performing Groups
168/368, Instrumental Chamber Music/Opera Workshop
170/370, University Wind Ensemble
172/372, Adelphian Concert Choir
174/374, University Symphony Orchestra
176/376, University Chorale
178/378, University Madrigal Singers
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 Education/Music Business
341, Seminar in Music Business
497, Music Business Internship

Music Education
295, Instrumental Techniques: Brass
296, Instrumental Techniques: Percussion
297, Vocal Techniques
298, Instrumental Techniques: Flute and Clarinet
327, Practicum in Music Education/Music Business
393, Secondary Music Methods
394, Elementary Music Methods
395, Instrumental Techniques: Saxophone and Double Reeds
396, Instrumental Techniques: 'Cello and Bass
397, Instrumental Techniques: Violin and Viola
398, Techniques of Accompanying

Applied Music
107, Class Voice, Beginning Level
108, Class Voice, Intermediate Level I
113, Class Guitar, Beginning Level
114, Class Guitar, Intermediate Level
111-412, Applied Music
161-462, Applied Music
205, Class Piano I
206, Class Piano II

Courses Especially Suitable for Non-Majors
All Performing Groups
Applied Music, including classes
MUS 100, 220, 221, 222, 230, 274, 275, and 276 (Fine Arts Core requirement courses)
Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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. Offered 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. Prerequisite: MUS 101/103 or advanced placement by examination. Offered Spring term only.

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. May be repeated for credit. Prerequisite: permission of instructor. Spring term only.

109/309 Recital Attendance no credit Required of all music majors. Pass/fail grading only.

111/112, 211/212, 311/312, 411/412 Applied Music .25 unit each For Applied Music students other than Performance majors. One half-hour lesson per week is required. The choice of materials is left to the discretion of the instructors in each applied music department. In the jury examination given 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. May be repeated for credit. Offered Fall term only.

114 Class Guitar II .25 unit Continuation of MUS 113. Basic repertoire is developed as well as more advanced techniques. May be repeated for credit. Prerequisite: MUS 113 or permission of instructor. Offered Spring term only.

161/162, 261/262, 361/362, 461/462 Applied Music, Performance Majors .5-1 unit each Designed for Applied Music students admitted to the Performance degree or other Applied Music students with written permission from the 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 Instrumental Chamber Music/Opera Workshop .5 unit Music for small vocal and instrumental ensembles, one performer to a part. May be repeated for credit. Prerequisite: permission of instructor.
170/370 Wind Ensemble .5 activity unit Preparés 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. Pass-fail grading only.

172/372 Adelphian Concert Choir .5 activity unit Preparés 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. Pass-fail grading only.

174/374 University Symphony Orchestra .5 activity unit Preparation and performance of works for symphony orchestra. Makes public appearances throughout the year. Audition required. May be repeated for credit. Pass-fail grading only.

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. Pass-fail grading only.

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. Pass-fail grading only. Offered Fall term only.

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. Pass-fail grading only.

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. Pass-fail grading only.

186/386 Vocal Jazz Ensemble .25 activity unit Prepares and performs music of the many jazz styles. The ensemble performs both on and off campus. Auditions required. May be repeated for credit. Pass-fail grading only. Offered Spring term only; not offered 1997-1998.

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. Pass-fail grading only.

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

202/204 Second Year Theory .5 unit (202) Continued experience with hearing and sight-singing highly chromatic phrases. Nontonally centered melodic lines and more complicated rhythms. Further keyboard practice in score reading and improvisation. (204) Techniques of the 20th century. Modal harmony, quartal harmony, polytonality, serial techniques. Distinct 20th century rhythms and melodic practices. Analysis. Original works using various combinations of instruments and the techniques studied. Prerequisite: MUS 201/203 or advanced placement by examination. Offered Spring term only.
Music

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 II .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 Fall term only.

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 Spring term only.

222 Music of the World’s Peoples An introductory survey of the music from world cultures as diverse as Native American, African, African American, Eastern European, South Indian, Indonesian, Japanese, and Ecuadorian. This introduction to ethnomusicology examines music as a human activity—a product of its historical, social, and cultural context. Satisfies the Fine Arts core requirement. Offered Spring term only.

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 superimposing 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. Live performance visits may coincide with established trips, e.g. to Bath, Oxford or York. Will also visit the Royal Festival Hall, and/or other major London concert halls. Will also visit the English National Opera where pre-performance talks are often given. Offered only as part of the ILACA Watford program.

230 History and Literature of Music I A survey of music history from the foundations of Western music in ancient Greece to late eighteenth century Vienna. Topics include sacred and secular monophonic and polyphonic music in the Middle Ages and the development of vocal and instrumental musical styles and genres in the Renaissance, Baroque, and Classic eras. Detailed analytical, historical, and critical study of representative works through lectures, class discussions, writing assignments, and directed listening. Satisfies the Fine Arts core requirement. Offered Fall term only.

231 History and Literature of Music II A survey of music history that traces the development of Western musical styles and ideas from the late eighteenth century to the present. Topics include symphonic and concerto literature, Lieder and opera, piano and chamber music, nationalism, modernism, neo-classicism, jazz, the avant-garde, and postmodernism. Detailed analytical, historical,
and critical study of representative late classical, romantic, and twentieth century works through lectures, class discussions, writing assignments, and directed listening. Offered Spring term only.

235 Diction for Singers I .5 unit This class introduces the student to the symbols of the International Phonetic Alphabet and how to use those symbols in the study of languages. The course also studies and applies the basic rules of English and Italian diction for singers through oral drills and transcription of song texts. Offered alternate Fall terms; offered Fall 1997.

236 Diction for Singers II .5 unit This class is devoted to the study of German and French diction for singers. After introducing the sounds of each language, the class studies and applies the rules of pronunciation through oral drills and transcription of song texts. Offered alternate Spring terms; offered Spring 1998.

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 alternate Spring terms; next offered Spring 1999.

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 alternate Spring terms; offered Spring 1998.

276 Twentieth Century Music An introductory survey of 20th century music. The historical and stylistic developments of this era will be explored through a study of the life and works of pivotal early 20th century figures such as Debussy, Stravinsky, Schoenberg, Bartok, Berg, 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. Offered Fall term only.

291 Instrumental Conducting and Rehearsal Techniques I .5 unit Basic fundamentals of conducting such as beat patterns, baton techniques, transposition, score and clef reading, subdivisions, fermatas, and releases. Introduction to rehearsal techniques and score preparation. Prerequisite: MUS 102/104. Offered Fall term only.

292 Instrumental Conducting and Rehearsal Techniques II .5 unit More advanced baton technique and refinement of basic fundamentals of conducting with emphasis on expressive gestures and rehearsal techniques. Score analysis and study and preparation for performance. Prerequisite: MUS 291. Offered Spring term only.

293 Choral Conducting and Rehearsal Techniques I .5 unit Basic elements of conducting, including beat patterns, cues, articulations, baton technique, and score analysis are learned and refined. Evaluation through video taping and class critiques. Experience before performing groups will be a part of final evaluations. Prerequisite: MUS 102/104. Offered Fall term only.

294 Choral Conducting and Rehearsal Techniques II .5 unit Elements of conducting including cues, articulations, expressive gestures are refined. Score selection and detailed analysis is emphasized. Evaluation through video taping and class discussion are scheduled weekly. Rehearsal and conducting performance experience with the concert choir is provided. Prerequisite: MUS 293. Offered Spring term only.
Music

295, 296, 298 Instrumental Techniques .25 unit each Fundamental class instruction in preparation for teaching in the schools. The classes function basically as playing laboratories. Must be taken concurrently with
295 Brass MUS 291 or 293 Fall term
296 Percussion MUS 292 or 294 Spring term
298 Flute and Clarinet MUS 292 or 294 Spring term

297 Vocal Techniques .25 unit This course provides the basics of vocal technique, diction and pedagogy for the music educator. Emphasis is placed on the development of basic vocal skills and pedagogical concepts leading to a better understanding of the voice. Specific problems often encountered by choral directors will also be discussed. Co-requisite: To be taken concurrently with MUS 291 or 293. Offered Fall term only.

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. Prerequisite: MUS 202/204 or permission of the instructor. Offered Fall term only.

319 Opera Theatre .25 activity unit The preparation and performance of works for the musical stage. Audition required. May be repeated for credit. Pass-fail grading only. Offered Spring 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. Offered Spring term only.

353 Piano Pedagogy and Literature .5 unit Basic concepts of piano techniques and musicianship, and their demonstration in the teaching studio. Selection of teaching materials from method courses for beginning students to repertoire for advanced pianists. Emphasis on creating teaching situations, student demonstration. Survey of well-known piano literature for interpretive guidelines and pedagogical application. Offered alternate Fall terms; offered Fall 1997.

356 Singing: Its History, Pedagogy and Literature .5 unit A study of the world's greatest singers, their singing, and the works they sang. This combined approach will put the voice and its literature into a historical context. Concepts of pedagogy as practiced by the best singers will be integrated with the music they sang. Offered alternate Fall terms; next offered Fall 1998.

357 Performance Practice and Literature for Organ .5 unit The study of organ literature from its earliest beginning to the present; the development of organs in various countries: stylistic concepts as applied to various segments of the literature. Offered alternate Spring terms; not offered 1997-1998.

393 Secondary Music Methods An introduction to the philosophical, aesthetic, and historical foundations of music education. Exploration of theories in learning and motivation as applied to music, and of teaching as a career. Secondary school music program coordination will be examined; teaching and observing within various school music education programs will be included throughout the term. Prerequisite: MUS 292 or 294. Offered Fall term only.
394 Elementary Music Methods  A study and practice of general music curriculum and instruction in elementary, middle, and junior high schools. Included are developing teaching strategies, educational aims, and effective lessons for performing, listening, composing, improvising, music reading, analyzing, and creative movement. Students will develop their own philosophies about music as an integral part of the curriculum. Includes classroom practicum and final project. Prerequisite: MUS 393. Offered Spring term only.

395, 396, 397 Instrumental Techniques  .25 unit each  Fundamental class instruction in preparation for teaching in the schools. The classes function basically as playing laboratories. Must be taken concurrently with

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398 Techniques of Accompanying  .25 unit  The course provides a focus on accompanying skills for the music classroom on both keyboard and fretted instruments. The skills development is complimented by the study of teaching methods and laboratory experiences in class and in the school. Co-requisite: to be taken concurrently with MUS 394. Offered Spring term only.

401 Counterpoint  A study of the fundamentals of modal and tonal counterpoint. Written in two or more parts; analysis of compositions. Four-part motets, three-voice fugues. Prerequisite: MUS 202/204 or permission of the instructor. Offered alternate Spring terms; offered Spring 1998.

402 Orchestration  Study of traditional use of the orchestra. All instrument ranges, and typical and special use. Scoring for various instruments and original works. Prerequisite: MUS 202/204 or permission of the instructor. Offered alternate Spring terms; next offered Spring 1999.

418 Liturgies 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 every three years; not offered 1997/1998.

422 Recital  no credit  Preparation for a formal public recital usually presented by a junior or senior performance or church music major. May be repeated. Pass-fail grading only. Prerequisite: permission of the instructor.

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. May be repeated for credit. Prerequisites: MUS 230, 231, or permission of instructor. Offered Fall term only.


495/496 Independent Study  credit arranged  Independent study in specific areas; written proposals required. May be repeated for credit. Prerequisites: permission of the instructor and the dean of the School of Music.

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, and permission of dean of the School of Music.
Natural Science

NATURAL SCIENCE

Coordinators: William Dasher, Chemistry; Alan Thorndike, Physics; Barry Goldstein, Geology; Wayne Rickoll, Biology

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-Physical Therapy students may apply to that program when they have junior standing. Pre-Physical Therapy students must have a major outside the Physical Therapy Department and must take courses in Biology, Chemistry, and Physics, which makes this a logical major. Pre-engineering students who elect to complete a degree before entering engineering school may be well served by the Natural Science major as well. 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. Natural Science majors are not eligible for a double major in biology, chemistry, geology, or physics, nor for a double major in Natural Science.

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

Note: The grade criterion within the Natural Science major will follow the requirement of the Department corresponding to the emphasis.

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 numbered from 221 to 489;
2) Two units of chemistry: 110 and 111 or 230;
3) Two units in geology or physics (111/112 or 121/122);
4) One unit in mathematics (121 or higher) or computer science (161 or higher);
5) Three additional units from the following: BIOL 221-496; CHEM 250 or higher, Geology, Mathematics or Computer Science (higher than MATH 121 or CSCI 161), or PHYS 111/112, 121/122.

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, Physics, or Mathematics/Computer Science.

Geology

Completion of a minimum of 14 units, to include

1) Six units Geology: GEOL 101 or 104, at least one other 100-level Geology course, and 4 additional units, 2 of which must be taken at Puget Sound;
2) No more than three 100-level Geology courses will count toward the major.
3) Two units Mathematics, MATH 111, and 121 or 271 or CSCI 161;
4) Two units Chemistry, CHEM 110 and 111 or 230;
5) 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) Four additional units Biology, Geology, Chemistry, Physics, or Mathematics/Computer Science.
   (No more than two of these may be Physics courses.)

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 McGruder; Ronald Stone
Associate Professor: George Tomlin (on leave Spring 1998)
Assistant Professor: Yvonne Swinth
Clinical Associate Professor: Martins Linauts; Katherine B. Stewart, Director
Clinical Assistant Professor: Anne Tiernan

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 individuals with disabilities experiencing inability to attain 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 Accreditation Council for Occupational Therapy Education. The programs accredited in Occupational Therapy include the first baccalaureate program and the second baccalaureate program.
Occupational Therapy

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 Procedures).

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 during this phase.

The third phase, fieldwork experience, consists of a minimum of six months full-time practice under a registered occupational therapist in a hospital or other 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 Baccalaureate Program in occupational therapy leads to the Bachelor of Science degree. Students who have not previously earned a baccalaureate degree complete 32 units of study (at least 16 units must be completed at the University of Puget Sound, in residence, 10 of which are required occupational therapy coursework) and a minimum of six months full-time fieldwork experience.

2) Second Baccalaureate Program. This program, designed for college graduates who wish to become occupational therapists, is two academic years in length plus a minimum of six months of 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 of full-time fieldwork experience in a hospital or other agency that holds an Extended Campus Agreement with the University of Puget Sound's Occupational Therapy Program for the Bachelor of Science degree. Level II Fieldwork must be completed within 24 months of the didactic OT coursework.

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) Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.

10) Maintain CPR certification continuously during the academic and fieldwork phases of the program.

11) Undergo a background check by the Washington State Patrol, as required by RCW 43.43.830, prior to placement in both on- and off-campus clinical experiences.

Upon successful completion of the program, a Bachelor of Science degree is awarded. Upon recommendation of the Occupational Therapy faculty, the student is then eligible to take the national examination for certification given twice each year by the National Board for Certification in Occupational Therapy, Inc.

Application Procedures for Undergraduate and Second Baccalaureate Students

Undergraduate applicants generally apply to the program during their sophomore year. Second Baccalaureate applicants apply during or after their senior year of college. Students in the Undergraduate and Second Baccalaureate 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. That semester must have been completed within three semesters of the term in which a student will enroll in the program and must occur before the January 15 application deadline.

Prerequisites for admission to the professional aspect of the program:
(One unit at the University of Puget Sound equals six quarter hours or four semester hours.)

1) Anatomy and Physiology with labs (BIOL 221/222) or equivalent completed within five years prior to enrollment (2 units).
Occupational Therapy

2) Human Behavioral Science/Human Development completed within ten years prior to enrollment: a total of three units, distributed as follows:
   a) Human Development through the life span:
      Developmental Psychology: Infancy through Childhood (PSYC 273) or equivalent (1 unit); and
      Developmental Psychology: Adolescence through Death (PSYC 274) or equivalent (1 unit)
   Note: It is sometimes possible to meet the Human Development prerequisite within a single
course in which case you must complete 2 units in category (b) listed below.
   b) Human Behavioral Science courses (one or more units as needed to complete the 3-unit Hu-
      man Behavioral Science/Human Development requirement): Psychology, Anthropology, or
      Sociology at the 200 level or above addressing at least one of the following content areas:
      (i) Normal and abnormal behavior of individuals and/or groups;
      (ii) The analysis of behavior of individuals and/or groups and their interactions; OR
      (iii) Culture and mental health.

Questions about distribution of the three Human Behavioral Science/Human Development units, if
taken at another school, should be directed to the Office of Admission in letter form, accompanied
by a course description including the name of the school and an unofficial transcript if the
coursework has been completed. Only written inquiries will be accommodated. Prior to submission
of the application for admission, all evaluations are unofficial. In addition, unofficial evaluations are
completed only between May 1 and October 1.

3) 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).
6) completion of at least 10 units of undergraduate coursework by January 15 admission deadline
   and expectation of obtaining at least 15 units by the time of enrollment, if accepted.

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 January 15.

Undergraduate and Second Baccalaureate
Degree Requirements

The Occupational Therapy program consists of 10 required units, including OT 300, 305, 306,
312, 333, 339, 445, 446, 447, 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 six year period prior to
granting of the degree; hence, courses may go out of date and the School of Occupational and Physi-
cal Therapy reserves the right to require a student to repeat any such courses. Sequence for part-time
study in the major must be approved by the occupational therapy faculty.
Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

101 Introduction to Occupational Therapy and Physical Therapy .25 unit This is a non-traditional advising section for students interested in exploring the fields of occupational therapy and physical therapy in addition to the liberal arts and sciences. The course will focus on the roles and functions of occupational therapists and physical therapists in a variety of settings. Pass/fail only.

300 Foundations of Occupational Therapy This course provides an overview of scientific, sociocultural, economic, and political factors that impact the practice of occupational therapy in a changing health care environment. Clinical reasoning that is necessary in the current practice environment is emphasized as well as measurement and testing principles and interpretation. A Level I Fieldwork experience is included. Prerequisites: Admission to OT program. Students who have received credit for OT 302 may not receive credit for OT 300.

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

306 Health Care Systems This course serves as a foundation for the practice of occupational therapy, as well as a building block for ongoing professional education. The nature of complexity is examined from a systems perspective and application is made to the study of comparative health care systems, including the individuals who comprise such systems. Students collaborate in problem solving activities with classmates as well as electronically with students in other localities. Course topics include the following: perspective consciousness, sociocultural awareness, the World Health Organization Model for viewing function and dysfunction, adapting to a disabling condition, U.S. and international health care systems. Students learn and apply medical terminology in order to communicate effectively with health care professionals. AIDS, schizophrenia, and other conditions are introduced in this course as exemplars of chronic conditions which demand attention across the full spectrum of service delivery. Prerequisites: Admission of B.S. OT program. Students who have received credit for OT 336 may not receive credit for OT 306.

312 Neuroscience for Occupational Therapy The course is designed to introduce the occupational therapy student to the basic and applied principles of the human nervous system in terms of development, gross and microscopic structure, neurophysiology and pharmacology, basic functions and the integration of these functions into motor activity and behavior. This anatomical/functional relationship foundation will provide the basis for understanding of consequences of selected congenital anomalies, behavioral disorders and disease and injury of the neuraxis. Prerequisites: OT 305. Students who have received credit for OT 310 may not receive credit for OT 312.

333 Performance Adaptation The course prepares the student to analyze the person-task-environment interaction of individuals with various disabilities and impairments, and formulate appropriate interventions including adaptive technology devices, to promote functional independence in activities of daily living, work, and leisure. Mini-clinics are included. Prerequisites: Successful completion of Semester I OT courses. Students who have received credit for OT 338 may not receive credit for OT 333.

339 Biomechanical Approaches to Treatment of Adult Physical Dysfunction Biomechanical approaches to adult physical disability aim to remediate orthopedic, musculoskeletal, peripheral nerve,
Occupational Therapy

cardiac, pulmonary, and integumentary pathology and impairment. Biomechanical principles are applied to specific diagnostic categories. Principles of strengthening, increasing range of motion, and improving endurance are taught in addition to specific evaluation techniques. Prerequisites: Successful completion of Semester I OT courses. Students who have received credit for OT 460 may not receive credit for OT 339.

445 Treatment of Adult Neurological Disorders Neurological trauma, infectious and degenerative disorders alter functional human performance by causing impairments in sensory and perceptual processing, motor control, cognitive performance and emotional behavior. This course covers the medical diagnosis and management of such disorders and various occupational therapy approaches to therapeutic intervention. Prerequisites: OT 300, 305, 306, 312, 333, and 339. Students who have received credit for OT 460 may not receive credit for OT 445.

446 Occupational Therapy for Infants, Children, and Youth Course content includes typical and atypical development in children from birth to 18 years of age with an emphasis on function in occupational performance areas, performance components, and performance contexts. Current research, issues and trends in pediatric practice are discussed for each of the five categories: Infancy, Preschool Age, Early School Age, Middle Childhood, and Adolescence. Through several case studies, students learn about various pediatric impairments and diagnoses, as well as important sociocultural and ethical issues in working with children and their families. Prerequisites: OT 333 and 312. Students who have received credit for OT 443 may not receive credit for OT 446.

447 Treatment of Mental Disorders Review of symptomatology and introduction to occupational therapy evaluation methods, treatment principles and modalities for children, adolescents, adults, and geriatric clients in a mental health setting. Occupational therapy treatment for various theoretical models will be emphasized. Community clinical experience included. Prerequisites: OT 300, 305, 306, 312, 333, 339, 445, and 446. Students who have received credit for OT 444 may not receive credit for OT 447.

461 Applied Clinical Treatment This course combines practical experience in the Puget Sound occupational therapy teaching clinics with the examination of current issues in the management and administration of clinical practice. All students participate in the pediatric and adult clinics under the direction of master clinicians. In weekly seminars, students explore current issues in the organization, and delivery of health care services. Prerequisites: OT 333, 446, 339, and 445. Co-Requisites: OT 447.

466 Technological Adaptations for Function This elective course presents an overview of the role of occupational therapy in the use of assistive technology to increase the functional performances of individuals with disabilities. Major themes throughout the course will be the decision making process with an emphasis on teaming, and functional independence for the individual using the devices. In addition to attending lectures, students will engage in discussion and will participate in hands-on lab experiences. Specific class sessions focus on legal and ethical implications of the use of assistive technology, interface options, computers, power mobility, augmentative communication, and customization of computer software. Prerequisites: OT 333 or 633.

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 II no credit A minimum of 12 weeks within a hospital or other agency with guided experience in client evaluation and treatment. Pass/fail grading only. May be repeated.
Philosophy

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, or 8 weeks in a 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, developmental disabilities, 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.

Occupational Therapy Fieldwork Experiences

A variety of clinical centers within an hour’s drive of the University provide part-time experience for occupational therapy students in conjunction with academic courses throughout the curriculum (Fieldwork I). Clinical centers for OT 501, OT 503, and OT 504 are available in approximately 30 states (Fieldwork II). A full-time Academic Fieldwork Coordinator is available to assist students in their selection of fieldwork sites and counsel them during their clinical education experiences.

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.

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PHILOSOPHY

Professor: Lawrence Stern (on leave Fall 1997)
Associate Professor: William Beardsley, Chair; Douglas Cannon; Paul Loeb (on leave Fall 1997)
The Philip M. Phibbs Assistant Professor of Ethics and Science: David Magnus
Visiting Assistant Professor: Lori Alward

About the Department

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

have minds over and above their bodies (or their brains)?"—by considering another— "How could I know about another person's mind?" In fact, the question of how we know pervades philosophy.

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

Students find that courses in the Philosophy Department develop an unusual range of intellectual abilities. Philosophy texts demand careful reading. They enrich the student's knowledge of the historical period or cultural milieu in which they originated. Philosophical writing, as the Department teaches it, is precise and carefully structured. It involves constructing sustained arguments, and analyzing and criticizing the arguments of others. In these courses, students participate extensively in discussion and sometimes make oral presentations. Again, the premium is on care and cogency.

Philosophy courses in logic are similar to mathematics courses in their abstract character and in their use of symbolic representations. Finally, philosophy courses acquaint students with great works, universally recognized to be among the finest products of human thought.

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

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

Requirements for the Major

A major in Philosophy consists of 10 courses:

1. PHIL 273
2. PHIL 215 and 219
3. One course from each of the following four groupings:
   b. Twentieth Century Philosophy: PHIL 325, 387, 428.
   c. Moral Philosophy: PHIL 280, 381, 483.
4. Two additional courses in philosophy, at least one of which must be at the 400 level (except 495) or from the following: PHIL 317, 322, 325, 330, 332, 361, 381, 387.
5. One advanced course from another department whose content has philosophical significance. Courses that treat recognizably philosophical subjects from the perspective of another discipline include CTA 344; CLSC 301; CSCI 370, 431; CSOC 353, 460; ENGL 490, 491; FREN 402; HIST 312, 315, 350; HON 401; MATH 300; PG 313, 340, 341, 440; PHYS 411; PSYC 330; REL 330, 331, 361, 362, 363, 364 and 451. Courses that treat the history or methodology of
their disciplines include ECON 221, 411D; HIST 392; PHYS 299; and PSYC 492. A course satisfies this requirement only if it is taken during a year in which it is listed in the Bulletin as satisfying the requirement.

6. Competence in Greek or Latin at the level of courses numbered 102, or in Chinese, French, German, Japanese, or Spanish at the level of courses numbered 201.

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 the Philosophy Department's major requirements.
(4) Prospective majors are urged to take logic (PHIL 273) and the historical survey courses (PHIL 215 and 219) before taking upper-level (300-400 level) courses in philosophy.
(5) Courses taken more than six years ago will be accepted or rejected for the major by the Philosophy Department on a case-by-case basis.
(6) At least four of the required Philosophy courses must be completed at Puget Sound.

Requirements for the Minor

A minor in Philosophy consists of 5 courses.
1. PHIL 172 or 273.
2. PHIL 215 and 219.
3. One course from each of two of the four course groupings listed under major requirements (3).
4. At least three of these courses must be completed at Puget Sound.

Note: Courses taken more than six years ago will be accepted or rejected for the minor by the Philosophy Department on a case-by-case basis.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

100A The Nature of Nature Nature has meant many things at many different times. Often these meanings are tied to ways of knowing or exploring nature. We will examine some of the many ways nature has been conceived (and what it has been contrasted with). Many questions will arise. Does nature have a gender? Are humans a part of nature? In addition, we will consider several ways of understanding and knowing about nature and what these mean for science. In this course we will look at primary sources in which different writers have tried to come to grips with the meaning of nature or some aspect of it. We will also be reading some secondary historical literature which will help students question some of their own assumptions about nature, science and culture. Finally, we will read a contemporary account of some recent attempts by naturalists to understand some of the most important aspects of nature. Satisfies the Communication I core requirement. Not offered 1997-1998.

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,
Philosophy

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. Satisfies the Mathematical Reasoning core requirement. Offered Spring 1998.

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. Offered Spring 1998.

219 Seventeenth and Eighteenth Century Philosophy 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. Offered every Spring semester.

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, the concept of the supernatural, ethnic identity, and relations between the sexes. Satisfies the Humanistic Perspective core requirement. Not offered 1997-1998.

273 Formal Logic A presentation of the principles and techniques of deductive logic. Topics include the concepts of consistency, logical consequence, 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. Offered every Fall semester.

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 prominent historical and contemporary thinkers. Offered every two years; not offered 1997-1998.

317 Nineteenth Century Philosophy This course is an introduction to philosophical systems of Hegel, Feuerbach, Marx, J.S. Mill, Kierkegaard, and Nietzsche. Topics include the nature of history and historical change, the extent of human freedom, the relation between individuals and their cultures, the historical and psychological importance of religious, moral, and philosophical consciousness, and the nature of truth. Offered Fall 1997.

322 British Empiricism In this seminar we will examine the metaphysical and epistemological theories of the British Empiricists of the 17th and 18th centuries through close readings of Locke’s Essay Concerning Human Understanding, Berkeley’s The Principles of Human Knowledge, and Hume’s
Philosophy

A Treatise of Human Nature. We will consider such issues as realism, idealism and skepticism, the nature and scope of scientific knowledge, the nature of the self and self-knowledge, and personal identity. Special consideration will be paid to the development of Empiricism in the context of scientific and religious controversies in 17th- and 18th-century Britain. Readings in recent secondary literature will also be required. Prerequisite: PHIL 219. Offered every two years; not offered 1997-1998.

325 Philosophical Analysis The conception of philosophy as analysis began early in the 20th century with G. E. Moore's revolt against idealism and Bertrand Russell's logical advances. 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 every two years: not offered 1997-1998.

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. Offered Fall 1997.

332 Philosophy of Science This course is a philosophical study of the nature and aims of natural science. It will study contrasting accounts of the justification of scientific theories (including considerations about observation, experimentation, and historical examples of scientific change), of empirical adequacy and realism, and of scientific explanation (including teleological explanation). It will conclude with provocative recent accounts of science by feminist philosophers; these—seemingly—undermine the ideals of objectivity, empirical discipline, and disinterested explanation. Offered every two years; offered Spring 1998.

343 Aesthetics: Philosophy of Art A critical examination of the problems that arise in trying to understand the creation, nature, and appreciation of art. Art will be viewed in its relation to other aspects of culture such as morality, economics, and ecology. A variety of classical and contemporary perspectives will be examined. Satisfies Comparative Values core requirement. Offered in Summer Session on an occasional basis.

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 every two years; not offered 1997-1998.

381 History of Ethics A study of types of ethical theory as they appear in the history of philosophy. The theories considered will express contrasting views on the proper role of rules and virtues in morality, on the relation of rules to the consequences of particular actions, on moral psychology (for example, on the question of whether human beings are egoistic), and on the connection of morality to reason. The readings will be drawn mainly from important figures of the philosophical tradition prior to our own century, such as Aristotle, Butler, Hume, Kant, Mill, and Nietzsche. Some early 20th-century philosophers may also be included. Offered every two years; offered Fall 1997.

382 Philosophy of Religion The course will assess the reasonableness of various forms of religious
Philosophy

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 every two years; not offered 1997-1998.

386 Existentialism This course will critically examine the thinking of three 'existentialist' philosophers—Kierkegaard, Nietzsche, and 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. Offered every two years; not offered 1997-1998.

387 Twentieth-Century Continental Philosophy This course surveys some of the leading figures and movements in 20th-century Continental philosophy, beginning with the phenomenology of Husserl and Heidegger and including the deconstructionist and post-structuralist views of Derrida and Foucault. Topics to be discussed include the nature of text and interpretation, the possibility of a science of man, and the role of power in society. Offered every two years; offered Spring 1998.

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 every two years; not offered 1997-1998.

428 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. Offered every two years; offered Fall 1997.

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 infinite. The course presupposes an acquaintance with modern logic. Prerequisites: Two courses in Philosophy. Offered every two years; not offered 1997-1998.

466 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 every two years; not offered 1997-1998.

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. Offered Spring 1998.
Physical Education

PHYSICAL EDUCATION

Director of Physical Education, Intercollegiate Athletics and Recreation: Richard Ulrich
Professor: Roberta A. Wilson, Chair
Assistant Professor: Heidi Orloff; W. Thomas Wells
Teaching Specialists: Beth Bricker; Gordon Elliott; Mark Massey; Chris Myhre; Robert Niehl; James (Zeke) Schuld; Todd Williams

About the Department

The Physical Education Department provides a Bachelor of Arts and a Bachelor of Science degree program, both of which include a theoretical as well as a practical background in human movement. A foundation of scientific courses is integrated with philosophical, ethical, social, psychological, and technical courses to develop an understanding of the effects of movement on the total human being. Through a sequential series of courses, the department develops the student's analytical approach to problem solving, careful observation and data reporting techniques, data analysis and writing skills for communicating findings. The major in Physical Education provides an academic program in the study of human movement designed to prepare students for continued learning and a variety of career options.

The Bachelor of Arts program is for those students who seek a liberal arts degree in physical education or who plan to enter, through graduate school, the teaching profession. Upon completion of the Bachelor of Arts degree, students may apply for admission to the Master of Arts in Teaching program at the University of Puget Sound for completion of teacher certification. With careful selection of elective courses as an undergraduate, qualified graduates may enter the teaching profession with an endorsement in physical education for grades K through 12. The department also offers a minor in physical education and an endorsement in health education. Completion of coursework in these areas along with teacher certification satisfies all requirements for a teaching endorsement. Non-physical education majors who are interested in coaching are encouraged to complete the physical education minor.

The Bachelor of Science program is designed for those students preparing for graduate study in exercise science, physical therapy, community or allied health fields or for those seeking employment in corporate or private health and fitness programs. The curriculum concentrates on the scientific background of human movement studies. A senior thesis allows students the opportunity to conduct research projects using the most sophisticated equipment available such as computer assisted motion analysis, oxygen and carbon dioxide analysis for resting metabolism and maximal aerobic capacity, hydrostatic weighing for body composition, and isokinetic testing of muscle strength and endurance. A new lab was recently completed to accommodate the equipment, class labs, and student research. Graduates of this program will qualify for further training and certification programs in cardiac rehabilitation, primary prevention and exercise test technology, and exercise and fitness prescription.

The department also offers opportunities for those students interested in athletic training. Students elect either the BA or BS program depending upon their occupational place of preference. Students are advised into the necessary electives that qualify them for pursuing athletic training certification under the auspices of the National Athletic Trainers Association. An internship program consisting of 4-6 semesters encompassing 1500-2000 hours of laboratory experience is required and the number of applicants permitted into the program is limited. The selection process for new applicants occurs each spring.

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Physical Education

In addition to the PE major, the PE department offers the general university student 40 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. Completion of the following core courses: PE 191, 192, 215, 227, 314, 325, 361, 370, 437, and 1.5 units in academic PE courses. (PE 320 and 365 are required for a teaching endorsement). At least four units of these courses must be completed at Puget Sound.

3. Completion of the following cognate courses:
   - BIOL 221/222;
   - One unit with writing emphasis, selected in consultation with advisor: ENGL 201, 208, 301, 308, FREN 270, GERM 231, HIST 200.

4. 1.5 Mile Run: All majors and minors are required to demonstrate a good state of cardiovascular fitness as classified by K. Cooper, by running 1.5 miles in a specified time based on gender and age. 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.

5. First Aid and CPR Certification.

6. 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:

<table>
<thead>
<tr>
<th>Swimming</th>
<th>Dance</th>
<th>Team Sports</th>
<th>Individual/Dual</th>
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<tbody>
<tr>
<td>Major: 1 skill area</td>
<td>1 skill area</td>
<td>2 skill areas</td>
<td>4 skill areas</td>
</tr>
<tr>
<td>Minor: 1 skill area</td>
<td>1 skill area</td>
<td>1 skill area</td>
<td>3 skill areas</td>
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</table>

- Ballet Dance
- Modern Dance
- Folk Dance
- Jazz Dance
- Ballroom
- Square Dance
- Baseball
- Basketball
- Football
- Softball
- Lacrosse
- Soccer
- Volleyball
- Water Polo
- Aerobic Dance
- Archery
- Backpacking
- Badminton
- Bowling
- Crew
- Cross Country
- Fencing
- Golf
- Gymnastics
- Handball
- Horseback Riding
- Judo/Karate
- Pickleball
- Racquetball
- Sailing
- SCUBA Diving
- Skiing
- Tennis
- Track
- Weight Training
- Wrestling

Aerobic Dance may be substituted for one of the individual or dual sports only if the student is able to lead aerobic dance.
Physical Education

Proficiency may be achieved in any one of the following ways:

a. Passing an activity class;
b. Pass intermediate skill and knowledge test given at the midterm of each semester;
c. Compete on an intercollegiate or extramural team.

Requirements for the Bachelor of Science Degree in Exercise Science

1. Maintain a grade-point average of 2.5 in major courses.
2. Completion of the following core courses: PE 191, 201, 215, 227, 314, 325, 361, 370, 375
3. PE 490 or 497.
At least four units of the above courses must be completed at Puget Sound.
4. Completion of the following cognate courses: BIOL 221/222, CHEM 110 and 111 or 230, MATH 271 or PSYC 201, and PHYS 111 (most Physical Therapy programs require a second semester of physics: PHYS 112).
5. 1.5 Mile Run: All majors and minors are required to demonstrate a good state of cardiovascular fitness as classified by K. Cooper, by running 1.5 miles in a specified time based on gender and age. 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.
6. First Aid or CPR Certification.
7. Skill Proficiency: The skill proficiency requirement is intended to ensure that the graduate has a basic understanding and can make practical application of strength and endurance principles. Proficiency may be achieved in the following ways:
   a. Pass PE 126 and 122 or 125, or
   b. Pass a skill and knowledge test in the area of strength training and individual fitness given at the midterm of each semester.

Requirements for the Minor in Physical Education

1. Maintain a grade-point average of 2.5 in minor courses.
2. Completion of the following core courses: PE 191, 192, 227, 314, 325 (prerequisite: BIOL 221), 437 and .5 unit PE elective. At least four units of these courses must be completed at Puget Sound.
3. 1.5 Mile Run: All majors and minors are required to demonstrate a good state of cardiovascular fitness as classified by K. Cooper, by running 1.5 miles in a specified time based on gender and age. 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.
4. 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 minors must complete skill proficiency requirements in skill areas as outlined in the Bachelor of Arts requirements listed above.

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.
Physical Education

Special Programs

Athletic Training Option: Students interested in the Athletic Training Option should complete all requirements for the BA or BS degree, make application and be accepted into the program, complete PE 427/428, and a 1500-2000 hour Internship.

Note: This option does not provide athletic training certification. Students completing the requirements for the BA or BS degree along with the requirements for the athletic training option must make application and pass the NATA certification examinations for athletic training certification.

Coaching Option: Physical Education majors or minors who are interested in coaching are encouraged to select a minimum of two of the following courses: PE 331, 332, 333, 334, 335.

Teacher Endorsement K-12 Option: In addition to the requirements for the BA degree, students interested in qualifying for a teaching endorsement in Physical Education should complete PE 310, 320, 369. Students enrolled in the Bachelor of Science degree program who wish to pursue teaching must also be endorsed in Physical Education in addition to any other science endorsement they may seek. Students should check with their advisor in selecting electives to satisfy endorsement requirements. Note: No course in which a student receives a grade lower than C will be accepted for state endorsement.

A course of study leading to Teacher Certification is available at the graduate level through the School of Education. Majors interested in pursuing this option must be admitted to and complete the requirements for the Master of Arts in Teaching degree.

Health Education Endorsement: Physical Education BA majors or minors satisfy the requirements for a state health education endorsement by completing the following courses: PE 201, 310, 376.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

Intercollegiate Varsity Sports

A. Offered only in one semester at one-half activity unit each. Pass-fail grading only.

<table>
<thead>
<tr>
<th>101</th>
<th>Cross Country (men and women)</th>
</tr>
</thead>
<tbody>
<tr>
<td>102</td>
<td>Football (men)</td>
</tr>
<tr>
<td>103A</td>
<td>Soccer (men)</td>
</tr>
<tr>
<td>103B</td>
<td>Soccer (women)</td>
</tr>
<tr>
<td>104</td>
<td>Volleyball (women)</td>
</tr>
<tr>
<td>108</td>
<td>Baseball (men)</td>
</tr>
<tr>
<td>109</td>
<td>Softball (women)</td>
</tr>
<tr>
<td>110</td>
<td>Crew (men and women)</td>
</tr>
<tr>
<td>111</td>
<td>Golf (men and women)</td>
</tr>
<tr>
<td>112</td>
<td>Tennis (men and women)</td>
</tr>
<tr>
<td>113</td>
<td>Track (men and women)</td>
</tr>
</tbody>
</table>

B. Offered in both semesters at one-quarter activity unit each. Pass-fail grading only.

<table>
<thead>
<tr>
<th>105A</th>
<th>Basketball (men)</th>
</tr>
</thead>
<tbody>
<tr>
<td>105B</td>
<td>Basketball (women)</td>
</tr>
<tr>
<td>106</td>
<td>Skiing (men and women)</td>
</tr>
<tr>
<td>107</td>
<td>Swimming (men and women)</td>
</tr>
<tr>
<td>114</td>
<td>Cheerleading (men and women)</td>
</tr>
</tbody>
</table>

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. Pass-fail grading only unless otherwise indicated.

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
Physical Education

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 teaches 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.

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. Not offered 1997-1998.

125 Circuit Training .25+ activity unit This course introduces the principles of circuit training, flexibility, and endurance within workouts. Instruction of correct lifting techniques, proper fitting of equipment and safety will be covered. The student in this course will be involved in active participation. This course may be offered in three separate sections: A: for women only; B: for men only; C: open to all students.

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.

128 Bicycling .25 + activity unit Instruction in the techniques, fundamentals, and physiological benefits of bicycling. The class will include rides, lectures, and hands-on repair maintenance sessions. It is intended for the novice/recreational rider. Unique considerations: Students must provide their own bicycles.

129 Adaptive PE Activity .25 + activity unit This class is designed for persons with disabilities 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. Persons with disabilities must have medical clearance. Prerequisite: permission of instructor.

130 Scuba .25 + activity unit Basic scuba instruction leading to certification by the National Association of Underwater Instructors. Prerequisite: PE 157 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 in the Fall and for a full semester in the Spring. It consists of evening lectures, one day hike, and two overnight hikes. 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 a full semester. The course, in addition to lectures, includes three overnight hikes. The primary emphasis of the course is on cold weather, 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. Offered Spring term only.

133 **Wilderness and Consciousness .25 + activity unit** Through a 10-day backpacking expedition in the desert Southwest, 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 $300-$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 25 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.

136 **Advanced Sailing .25 + activity unit** Advanced Sailing will pick up where PE 135 left off. Upon successful completion of the course the students will have the understanding, ability and confidence to handle a moderate sized auxiliary powered sailboat in all pilotable weather conditions from day sails to weekend cruising. A successful student would also be an integral part of any crew he or she might join in the future. **Prerequisite: PE 135 or consent of instructor.** Unique considerations: course fee to cover cost of equipment rental. Offered every other year; offered Spring 1998.

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. Students are 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 instructor's permission.** 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.

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

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

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.
Physical Education

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: course fee to cover usage of equipment and facility. Students must provide their own transportation.

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: course fee to cover equipment and facility usage. Students must provide their own transportation.

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. Offered every other year; next offered Spring 1999.

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, and butterfly. Also included will be distance swims, “repeat” and “interval” training sessions. Prerequisite: PE 157 or be able to pass Red Cross Intermediate Swimming test. Offered every other year; next offered Spring 1999.

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. Offered only in Summer Session on an occasional basis.

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. Unique considerations: Students must provide their own racquets.

162 Intermediate Tennis .25 + activity unit  Instruction in history, terminology, safety, etiquette, rules, strategy, and intermediate skills of tennis. Prerequisites: PE 161 or appropriate skill level. Unique considerations: Students must provide their own racquets.

163 Advanced Tennis .25 + activity unit  Instruction in advanced skills and strategies of tennis. Prerequisites: PE 162 or appropriate skill level. Unique considerations: Students must provide their own racquets. Not offered 1997-1998.
Physical Education


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. Unique considerations: Students must provide their own racquets.

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. Unique considerations: Students must provide their own racquets.

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. Not offered 1997-1998.

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 dance 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 Aerobics Dance/Step Aerobics .25 + activity unit This course incorporates aerobic dance and step aerobics 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 major/minor; acceptance by supervising instructors.
Physical Education

Academic Courses

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.

192 Personal Health, Fitness and Drug Education An introductory course designed to help students integrate components of health and identify the impact of fitness on the well-being of the individual. Personal health and fitness will be explored through information regarding body composition, the cardiorespiratory system, muscular strength and endurance, flexibility, and nutrition. A healthy lifestyle approach will be introduced with regard to safety, disease and substance abuse control. Offered Spring term only.

196 First Aid and CPR .5 unit This class is conducted following the guidelines of the American Red Cross. Department of Transportation, American Heart Association and American Academy of Orthopaedic Surgeons. Emphasis is placed upon the body’s reaction to trauma and the causes, immediate recognition and early care of medical conditions and injuries. Certification in Cardio-Pulmonary Resuscitation (CPR) is also included. Offered every other year; next offered Spring 1999.

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.

215 Motor Development and Learning This course will incorporate both a survey and empirical approach to two substantive areas in the discipline of physical education: motor development and motor behavior. Theories on how the individual develops mentally, motorically, and emotionally will be discussed as well as how he/she receives, processes, and acts on information. Emphasis is placed on the utilization of empirical results: their implications for teaching and enhancement of motor performance. A lab is required.

227 Care and Prevention of Sports Injuries .5 unit An introductory course for the sports-oriented individual dealing with prevention, recognition, care, and rehabilitation of common sports injuries. Practical application of injury assessment: procedures, rehabilitation techniques, bandaging, taping, risk management, and injury preventive principles 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. Offered every other year; offered Spring 1998.

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 every other year; next offered Spring 1999.
Physical Education

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 persons with disabilities. A laboratory is required in which students will work hands-on with students with disabilities from the local school district. Students will learn to perform physical education assessments, write appropriate physical education goals and objectives for these 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 lifetime sports, 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 every other year; next offered Spring 1999.

325 Kinesiology and Biomechanics Instruction in anatomical and biomechanical factors of human movement with an emphasis on sport skills. Lab required. Prerequisites: BIOL 221/222, PHYS 111.

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 every other year; next offered Fall 1998.

332 Basketball Theory .5 unit Designed to prepare individuals interested in coaching basketball, from pee-wee through senior high school. In this course students will study the proper methods used in preparing youngsters to play the game. Offered every other year; next offered Fall 1998.

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 every other year; offered Spring 1998.

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 every other year; offered Spring 1998.

335 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. PE 320 is recommended. Offered every other year; offered Fall 1997.

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. Lab required. Prerequisites: BIOL 111 or CHEM 110, BIOL 221, 222. PE 201, or MATH 271 is recommended. Offered Fall term only.

365 Physical Education in the Elementary School .5 unit The class is designed for the future teacher of elementary physical education. This class will include practical exercises in theory of
teaching physical values, organizing the PE class, preparing and following a lesson plan, safety, state requirements, and other activities associated with teaching Physical Education in the elementary schools. Offered Fall term only.

370 Applied Analysis of Physical Assessments This course is intended to familiarize the student with the laboratory procedures commonly performed in the human performance laboratories for fitness assessment. The student will study in depth the historical and physiological significance of each test procedure, applying measurement and evaluation procedures used by the physical education/exercise specialist. Emphasis will be placed on following proper procedures and interpretation of results. Lab required. Prerequisite: PE 361. MATH 274 is recommended. Offered Spring term only.

375 Junior Research Seminar This class is a writing-intensive experience that includes an in-depth review of literature, a research proposal, an application for approval form the Institutional Review Board, and a grant funding proposal. The student will survey the literature, gaining critical reading skills, and organize existing knowledge into a written review. Writing technique will be critiqued through both faculty and peer review. The research proposal may be used as a springboard for research conducted in PE 490, Senior Thesis. Prerequisites: PE 201, 215, 325, 361, or permission of the instructor. Offered Spring term only.

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

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

427/428 Seminar in Sportsmedicine I, II .5 unit each An advanced in-depth course designed especially for those entering the field of sportsmedicine and specifically the profession of athletic training. Areas of concentration deal with the administration and organization of athletic training facilities; records keeping; specific and thorough evaluation, treatment and rehabilitation of injuries, illnesses, and conditions indigenous to the active sports participant. First-hand experience working in the Puget Sound Training Room and staffing varsity athletic practices and contests are some of the requirements of this class. Prerequisites: 300 hours of previous work in athletic training room; currently on staff of Puget Sound Sportsmedicine facility; permission of the instructor.

437 Ethical, Social, and Psychological Aspects of Sport This course will present an in-depth examination of ethical, social, and psychological dimensions of sport in modern society. It will include a major research paper on a topic relevant to the course subject matter. Offered Spring term only.

490 Senior Thesis in Physical Education Experimental research is performed under the guidance and in the area of expertise of a faculty member which may include the fields of exercise physiology, biomechanics/kinesiology, nutrition, motor learning/development, and physical fitness. Students must write a proposal which is approved by the department and the IRB, carry out the research,
Physical Therapy

write the thesis, and orally defend it at a research symposium. Prerequisites: PE 370,375, or permission of instructor.

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

497/498 Internship  1 unit

PHYSICAL THERAPY

Professor: Shelby J. Clayson
Associate Professor: Kathleen Hummel-Berry
Assistant Professor: Mary Tatarka
Clinical Assistant Professor: Ann Ekes; Paul Hansen
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. The prerequisite courses are CHEM 110 (Fundamental Chemistry I); either CHEM 111 (Fundamental Chemistry II) or CHEM 230 (Chemical Analysis and Equilibrium); PHYS 111/112 (General College Physics); and BIOL 221/222 (Anatomy and Physiology); MATH 271 (Elements of Applied Statistics) or equivalent; CSOC 206 (Deviance and Social Control), CSOC 370 (Disability, Identity, and Power), or PSYC 345 (Abnormal Psychology) or equivalent; and CTA 101 (Presentational Communication), CTA 202 (Group Decision Making Processes) or CTA 204 (Argumentation and Debate) or (for Puget Sound students only) completion of the Communication II core requirement. All prerequisites must be completed prior to enrollment in the Physical Therapy Program. BIOL 221/222 must be completed within 5 years prior to enrollment in the program. The remaining prerequisites must be completed within 10 years prior to enrollment in the Physical Therapy Program.

Although most students enter the physical therapy program having already completed the undergraduate degree, the MPT can be completed as a 3-3 program. With careful planning it is possible for a Puget Sound student 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.

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 or who will be granted an undergraduate degree from Puget Sound and who are competitive within the applicant pool are offered admission prior to transfer students.
Physics

For information concerning application procedures and acceptance to degree candidacy, see the School of Occupational and Physical Therapy Brochure. For information on the 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 described in both publications.

PHYSICS

Professor: H. James Clifford; James Evans (on leave 1997-1998); Andrew Rex; Frederick Slee. Alan Thorndike, Chair

Associate Professor: Gregory Elliott

Visiting Assistant Professor: Matthew Moelter

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.

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, 212, 221, 231, 305, and 351, and two of the following electives, one numbered 310 or higher: 222, 232, 262, 310, 322, 352, 411, 412. At least four of these nine courses must be completed at Puget Sound;

2) MATH 121, 122, 221, 232, and 301.

Bachelor of Arts

1) PHYS 121, 122, 212, 221, and 231, and four of the following electives, one numbered 305 or higher: 222, 232, 262, 305, 310, 322, 351, 352, 411, 412. At least four of these nine courses must be completed at Puget Sound;

2) MATH 121, 122, 221, 232, and 301;

Bachelor of Arts (Engineering, Dual Degree)

1) PHYS 121/122, 221, 305, 351 and two additional upper division (212 or higher) courses (at least
Physics

four of these seven courses must be completed at Puget Sound);
2) MATH 121/122, 221, 232, and 301, or equivalent;
3) CHEM 110 and 230; 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 105, 106, 107, 109, and 110 will not satisfy these requirements.) At
least three of the five units must be completed at Puget Sound.

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

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each aca-
demic year.

105 Historical Development in the Physical Sciences: Classical Physics  An introduction to the
developments of physics from the Renaissance through the 19th century. The emphasis is on how
ideas about nature are formed and why they change. A weekly laboratory session provides an op-
portunity to perform experiments and report the results. Credit for PHYS 105 will not be granted to
students who have completed HON 212. Satisfies a Natural World core requirement. Not offered

106 Historical Development in the Physical Sciences: Modern Physics  An introduction to 20th-
century physics from Einstein to last week! The focus will be on the three primary developments in
physics of the 20th century: relativity, quantum theory, and particle physics. Much of the course will
involve the application of these theories to cosmological models. Laboratory sessions will follow the
format of PHYS 105. Credit for PHYS 106 will not be granted to students who have completed

107 Light and Color  An introduction to the science of light, color, and vision with emphasis on
laboratory investigation of phenomena relevant to color production and perception. Topics include
the nature of visible light, light sources and detectors (including the eye), additive and subtractive
color mixing, and the formation and perception of images. History of theories of light and color will
be discussed along with current applications to photography and technology. 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 sys-
tem, as well as the evolution of stars and galaxies. A weekly laboratory is required. Satisfies a Natu-
rnal World core requirement.

110 Stellar and Galactic Astronomy  The course emphasizes the extension of astronomical under-
standing which has resulted from the advances in physics during this century. Topics of study in-
clude 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
Physics

and large scale structure of the Universe. A weekly laboratory is required. 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. A weekly laboratory is required. 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. A weekly laboratory is required. 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. Topics from the early 20th century are introduced, leading to the Bohr model of the atom. A weekly laboratory is required. 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. A weekly laboratory is required. Recommended: one semester of college-level music theory, formal music training, or permission of instructor. Satisfies a Natural World core requirement.

212 Waves and Optics The physics of waves is studied with emphasis on the wave nature of light. The mathematical methods are developed for describing propagating waves, standing waves, the spectral decomposition of light, interference, diffraction, and polarization. A weekly laboratory is required. Prerequisites: PHYS 122.

221 Modern Physics I This course is an introduction to 20th-century physics, concentrating on special relativity and statistical physics. Applications to atomic, nuclear, and solid state physics will be stressed. A weekly laboratory is required. 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 20th century will be studied in detail. Again applications to current research will be examined. A weekly laboratory is required. Prerequisites: PHYS 221.

231 Circuits and Electronics 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 demonstrates the practical method of investigation of electronic devices. 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 offers each student practical experience with modern integrated circuits, including a representative microprocessor. Emphasis is on interfacing the microprocessor with external hardware for data acquisition and process control. It
serves all students who need familiarity with digital instrumentation or who need an understanding of the electronic devices which make up a computer system. Crosslisted as CSCI 232. Not offered 1997-1998.

262 Computational Physics This course is designed to introduce students to techniques for finding the solution to physical problems with the aid of the digital computer. Finite difference methods are applied to problems in mechanics, heat flow, wave phenomena, fluid motion, electromagnetism, and quantum mechanics. Extensive programming experience is not required. Prerequisites: MATH 121.

299 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. A weekly laboratory 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. Not offered 1997-1998.

305 Analytical Mechanics This introduction to mechanics begins with the formulation of Newton, based on the concept of forces and ends with the formulations of Lagrange and Hamilton, based on energy. The undamped, damped, forced, and coupled oscillators are studied in detail. Prerequisites: PHYS 122, MATH 301, or permission of instructor.

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.

322 Experimental Physics An introduction to experimental physics, involving independent work on several physical systems. Prerequisite: PHYS 221, or permission of instructor.

351 Electromagnetic Theory Theory of electrostatic and magnetostatic fields is discussed, with emphasis on the theory of potential, harmonic functions, and boundary value problems. Prerequisites: PHYS 122, MATH 221 and 301.

352 Electromagnetic Theory This is a continuation of 351, emphasizing radiation, the propagation of electromagnetic waves, and the theory of special relativity. Prerequisite: PHYS 351.

411/412 Quantum Mechanics This is a mathematical development of the quantum theory of matter. Prerequisites: PHYS 305, 351: 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 305, 351. Not offered 1997-1998.
Political Economy

POLITICAL ECONOMY

Director: Michael Veseth, Economics

Advisory Committee: David Balaam, Politics and Government; Karl Fields, Politics and Government; Leon Grunberg, Comparative Sociology; Ross Singleton, Economics; Kate Stirling, Economics (on leave Spring 1998)

About the Program

The Political Economy Program offers an interdisciplinary approach to the study of modern society. Political Economy encourages the integrated analysis of social problems and issues, using tools and methods of political science, economics, and sociology as informed by an understanding of history and tempered by appreciation of culture and cultural differences. The Program's principal contribution to the curriculum is PLEC 201: Introduction to International Political Economy, which satisfies the International Studies core requirement. The Program also sponsors regular discussions, presentations, and debates on campus, which seek to encourage students and faculty to confront and consider the interdisciplinary nature of economic, political, and social issues. The Program also sponsors courses specially tailored to the needs of students enrolled in the ILACA foreign-study programs in London and Watford.

About The International Political Economy Major

The International Political Economy major takes the form of a thoughtfully integrated set of courses in the social sciences and humanities leading to the degree of Bachelor of Arts in International Political Economy. The goal of this major is to prepare students to be future leaders in an increasingly interdependent world through the study of international and global issues using a framework of social science tools and concepts conditioned by an understanding of history and appreciation of culture.

International Political Economy is necessarily an interdisciplinary study. IPE defines itself by the set of questions, issues, and problems that it addresses, not the specific method, approach, or theory that is employed or by a particular geographic region or historical period. IPE majors necessarily learn to consider issues broadly, to see linkages between and among different problems, and to engage in creative and critical thinking.

Students who major in IPE take courses in Economics, Politics and Government, Comparative Sociology, History, Philosophy, and Political Economy. This coursework, combining required courses with a carefully chosen list of electives, culminates in a Senior Thesis. Students who major in IPE thus combine broad, interdisciplinary studies of IPE, which examine global problems from a variety of perspectives, with the opportunity to focus more narrowly and to study intensely a specific problem, issue, or event in their senior thesis. The IPE major clearly embodies the spirit of liberal education as we understand it at the University of Puget Sound.

Requirements for the Major

I. PLEC 201 or PG 203, ECON 175, ECON 176
II. PLEC 301, CSOC 316, ECON 371
III. MATH 271 or equivalent, two units of a modern foreign language.
IV. Three units chosen from at least two of the following groups. Elective courses are to be chosen in consultation with an advisor from the Political Economy Program. It is important to consider the important problems of IPE from several different points of view.
V. PLEC 401
Political Economy

Elective Courses

A. Regional and Comparative Perspectives.
   - CSOC 304, Social Stratification.
   - ECON 242, Comparative Economic Systems.
   - PG 317, American Political Economy.
   - PG 321, European Political Systems.
   - PG 322, Latin American Political Systems.
   - PG 323, Asian Political Systems.
   - PG 330, The Political Economy of U.S. National Security
   - PG 331, U.S. Foreign Policy.

B. North-South and Global Perspectives.
   - CSOC 318, Women and Global Inequality.
   - CSOC 340, Global Political Economy.
   - CSOC 353, Ideology and Power.
   - PG 324, Third World Politics.
   - PG 332, International Organizations.

C. Historical Perspectives.
   - ECON 218, American Economic History.
   - HIST 281, Modern Latin America.
   - HIST 310, Europe in the 20th Century.
   - HIST 324, History of Russia and the Soviet Union.
   - HIST 346, China since 1800: Reform and Revolution.
   - HIST 348, Japan's Modern Century.
   - HIST 385, Cities, Workers and Social Movements in Latin America 1880-1990.

D. Theoretical and Philosophical Perspectives.
   - CSOC 295, Social Theory.
   - CSOC 335, Views from the Southern Hemisphere.
   - ECON 221, History of Economic Thought.
   - PHIL 280, Social and Political Philosophy.
   - PHIL 317, Nineteenth Century Philosophy.
   - PHIL 388, Marxism.

E. Foreign Study Experience.
The Political Economy Program strongly encourages IPE majors to undertake travel and study projects abroad as part of the undergraduate experience. One unit of foreign study experience may normally be counted towards the IPE elective requirement. In addition to the courses listed below, other appropriate foreign study experiences may be accepted, subject to approval by the Director of the Political Economy Program.
   - PG 370, Latin American Study Tour.
   - PLEC 250A, Britain: Issues and Perspectives (London).
   - PLEC 250B, Britain: Issues and Perspectives (Watford).
Political Economy

Notes
1. A 2.0 GPA is required for the major, and to count towards the major a course must be C- or above (no Pass/Fail).
2. Every student must coordinate his or her program with an advisor designated by the Director of the Political Economy Program.
3. No course used to satisfy University core requirements may be used to satisfy the IPE elective requirements listed in Part IV above.
4. Where a course supports both a major in IPE and fulfills a major or minor requirement in another field, a student may count no more than one 200- or higher-level departmental unit from that major or minor towards the IPE major.

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

201 Introduction to International Political Economy This course provides a multi-disciplinary introduction to the study of international and multinational social, political, and economic problems. Concepts, theories, and methods of analysis drawn from economics, history, political science, and sociology are developed and applied to enable students to understand broadly a number of current economic, political, and social problems, stressing their comparative and international aspects. Satisfies the International Studies core requirement.

250A Britain: Issues and Perspectives (London) This course is designed to lend breadth and context to the London foreign-study experience by giving students a grounding in British politics, economics, and social institutions. Guest lecturers will share their expertise and students will participate in field trips to relevant sites. Mandatory course for all London ILACA students. Taught only as part of the ILACA Watford program.

250B Britain: Issues and Perspectives (Watford) This course is designed to lend breadth and context to the Watford foreign-study experience by giving students a grounding in British politics, economics, and social institutions. Guest lecturers will share their expertise and students will participate in field trips to relevant sites. Taught only as part of the ILACA Watford program.

301 Theories of International Political Economy This course surveys the theoretical aspects of International Political Economy. The evolution of Liberalism, Mercantilism, and Structuralism is examined in historical context. International trade and finance, the international monetary system, and issues relating to multinational corporations and economic development are explored. Prerequisite: PLEC 201 or PG 203.

401 Senior Thesis Seminar Rigorous examination of topics of current interest in International Political Economy. This course is designed to allow students to participate in focused discussion and thoughtful analysis of a number of topics in IPE while they research and write their senior theses. Prerequisites: PLEC 301, CSOC 316 and ECON 371 (or permission of instructor).
Politics and Government

POLITICS AND GOVERNMENT

Professor: David Balaam; William Haltom; Arpad Kadarkay; Donald Share (on leave 1997-1998)
Associate Professor: Karl Fields; David Sousa, Chair; Thomas Weko (on leave Fall 1997)
Assistant Professor: Elizabeth Norville
Visiting Assistant Professor: Patrick O'Neil

About the Department

The Department of Politics and Government aims to acquaint students with the theoretical and empirical aspects of 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.

Requirements for the Major

1. Completion of a minimum of nine units in the Department of Politics and Government to include:
   a. Three 200-level courses;
   b. Five 300-level courses;
   c. 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 and PLEC upper-division courses may count toward the major with approval of the department.

2. At least five units of the total must be completed at Puget Sound;

3. 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 five 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.
Politics and Government

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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 decisionmakers, giving to students the necessary breadth and understanding to take more advanced and more specialized courses. In addition, it prepares students to evaluate the guiding values of the polity, both in theory and in practice. Satisfies the Society core requirement.

202 Introduction to Comparative Politics An introduction to the basic vocabulary, concepts, and classification systems of comparative politics. 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. The specific focus of this offering may vary depending on the instructor, and prospective students may wish to consult the instructor. Satisfies the International Studies 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 conflicts; theories and concepts related to military-strategic doctrines, economics, national sovereignty, and ideologies. Satisfies the International Studies 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 the Society core requirement.

250 Methods, Analysis, and Argument in Political Literature This course trains majors in approaches and methods that will be most helpful in upper-division coursework. Topics and format vary with instructor, so majors are encouraged to consult with instructors before enrolling. Prerequisites: any two introductory courses (PG 201 through 204). This course may be used to satisfy one of the five 300-level courses required in the Politics and Government major.

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: PG 201. Not offered 1997-1998.

311 The Politics of Identity: Race and Gender in American Politics This course examines how racial and gender identities have been constructed in the United States, and how, in turn, modern political and intellectual movements have aimed to build a new politics based upon new racial and gender identities. We begin by exploring how feminism has challenged the conceptual foundations of Western political thought (e.g. the conventional distinctions between public and private life) and caused us to reexamine basic concepts of our political vocabulary. Feminists have challenged political practice as well as political philosophy; thus, we also survey questions of sexuality and violence, the organization of work and domestic life, the modern welfare state, and the practice of statecraft and warfare from the perspective of feminism. In the second section of the course we turn our attention to race in American politics. We focus on the intellectual and political movements that have aimed to reconstruct race in America, and we examine how these movements have shaped how Americans
Politics and Government

practice politics and think about the “politics of identity” and urge us to embrace a politics of inclusion and assimilation. **Prerequisite:** PG 201. Not offered 1997-1998.

**312 Parties, Elections, and Campaigns** This course focuses on the relationship between citizens and political leaders in the United States. The course begins by examining the role that political parties once played in organizing the political life of the U.S. Next, we trace the decline of political parties and the rise of new political intermediaries. We conclude by assessing whether these new institutions do a satisfactory job of linking citizens to leaders, and by exploring proposals to harness the new technologies of politics to democratic purposes. **Prerequisite:** PG 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:** PG 201. Offered every two years; offered Spring 1998.

**314 U.S. Public Policy** There is widespread pessimism about the performance of American national government over the last 35 years. This course will examine this gloomy conventional wisdom, exploring its analytical and ideological roots and its critique of American political institutions and public policy. We will then interrogate it, first by examining contrary arguments and evidence and then in a series of student-led case studies of government performance in specific policy areas. Students will produce major term papers that assess the successes and failures of some public policy. The course aims at helping students to come to grips with the complexities of policymaking, the strengths and weaknesses of national governmental institutions, and the extent to which the pessimism that marks so much of contemporary political discourse is justified. **Prerequisite:** PG 201.

**315 Law and Society** This course introduces students to the nature, functions, and processes of law. The course surveys criminal and civil trials in the U.S., England, and France, appellate deliberations in several countries, constitutional courts and public law, and specific extra-judicial legal institutions. The latter third of the course details lessons of the first two-thirds by case study of litigation in the United States. **Prerequisite:** PG 201. Offered every three years; not offered 1997-1998.

**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:** PG 201. Offered every three years; offered Spring 1998.

**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:** PG 201. Offered every three years; offered Fall 1997.

**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:** PG 201. Offered every three years; not offered 1997-1998.
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319 Local Politics This course looks at the life of cities, suburbs, and small towns. We begin by examining how economic and technological change, race and ethnicity, and public policy have reshaped metropolitan America since the middle of the 20th century, alternately eviscerating its cities and fueling the growth of its suburbs. Next, we examine power and policy making in cities, suburbs and towns. We will conclude the course by examining how scholars and political leaders propose to improve the quality of civic life in urban America. Each student will apply the theoretical perspectives that we survey in the course by carrying out a semester-length community study. Prerequisite: PG 201.

321 European Political Systems An overview of the political systems of Europe that covers both the advanced industrial democracies of Western Europe and the emerging democratic regimes of Eastern Europe. The focus of this course will be comparative, and students should expect to study a number of substantive themes such as the decline of “post-War settlement” and the crisis of the welfare state, the decline of party politics and the rise of “single-issue” movements, the move toward a more comprehensive European union, and the democratization and “marketization” of East European nations. Different instructors may decide to focus on one or more themes and/or one or more regions of Europe. PG 202 recommended. Offered every other year; offered Spring 1998.

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: PG 202 or 203 or permission of instructor. Not offered 1997-1998.

323 Asian Political Systems A comparative analysis of the political economies of the four Asian “mini-dragons”: Taiwan, South Korea, Singapore, and Hong Kong. The course begins with a survey of China's, Japan's, and the United States' role in Asia and then places each of the mini-dragons in comparative perspective. Prerequisite: PG 202 or permission of instructor.

324 Third World Politics An introduction to the comparative political economy of Third World development. The course explores the political causes and consequences of development and under-development first theoretically and then empirically, with specific country studies drawn from Asia, Latin America, and Africa. Prerequisite: PG 202 or permission of the instructor. Offered every three years; offered Fall 1997.

326 The New Europe This course sets out to analyze the network of European relationships and developments from the vital year of 1945 to the huge upheavals of the late 1980s and beyond. Will a potentially unified democratic continent ever emerge, to the joy of Europeans? Or—because of a number of disturbing key factors like nationalism and economic decline—does Europe's future expose a terribly familiar turbulence, with an uncertain, unstable, and violent future? Offered only as a part of the ILACA London program.

330 The Political Economy of U.S. National Security This course explores the interplay between economic and military power in the pursuit of U.S. national security. Students will investigate both the macroeconomic and industrial dimensions of defense. We will also analyze the effects of the globalization of markets on U.S. national security, focusing specifically on questions of U.S. dependence and autonomy in the issue-areas of oil, high technology, and weaponry. Students who receive credit for PG 331 in Spring 1996 may not receive credit for PG 330. Prerequisite: PG 202 or 203.
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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: PG 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: PG 202 or 203. Offered every three years; offered Fall 1997.

335 Global Security This course explores evolving threats to global peace and stability in the post-Cold War era. We will test the efficacy of traditional theories about international conflict through the examination of a number of contemporary security problems. Attention will focus on issues that are persistent, politically explosive, and global in scope, such as nationalism, migration, and environmental problems. All have potential for generating violent conflict in the world today. Prerequisite: PG 203. Offered every three years; offered Spring 1998.

340 Classical Political Theory A historical and interpretive survey of classical political theory. The course will explore the development of the idea of the state, beginning with first attempts to plan society in the Greek city state. Students will examine the Greek achievement and its decline, Pax Romana, and the solid achievement of Rome in developing the tradition of European order. Thinkers studied will include Plato, Aristotle, Stoic and Epicurean philosophers, Cicero, Seneca, Marcus Aurelius, and St. Augustine. Prerequisite: PG 204. Offered every three years; not offered 1997-1998.

341 Modern Political Theory This course re-examines the major political ideas, institutions, and ideals of liberalism, capitalism, democracy and communism. Special emphasis is placed on the revolutions of 1989 in Central Europe and Russia, a turning point in world history, and the emergence of democracy and civil society in the post-communist world. The course traces the global interaction of institutions, market economy, and culture in the emerging New Europe and Russia. The theme of the course is that modern political theory presents unbroken threads unifying the experience of all countries and centuries. But each of these issues and concepts—state and society, politics and economics, globalism and nationalism—permits alternative solutions. The course is guided by Jefferson's advise: "In so complicated a science as politics and political economy no one axiom can be laid down as wise and expedient for all times and circumstances and for their contraries." Satisfies the International Studies core requirement. Offered every other year; offered Spring 1998.

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.

345 The Birth of Modern Democracy: Political Thought in 17th Century England What is democracy and where did it come from? This course explores the 17th-Century origins of modern democratic political theory and reflects upon the historical and contemporary significance of democratic arguments and institutions. The birth of democracy is placed in the context of the struggle for toleration during the English Civil Wars (1640s), and contrasted against the traditional anti-democratic arguments of theological authoritarianism, and legal and constitutional conservatism. No prior special educational background is necessary. Offered only as part of the ILACA London program. Fall 1997 only.
Politics and Government

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 PG 322 to enroll in PG 370. Students must apply through the International Studies Office and must be accepted into the program in order to enroll. Crosslisted as LAS 370. Offered every three years; not offered 1997-1998.

371 Spain in the European Union  This course will consider the integration of the European Community and the European security system during the post-Cold War era, with special attention given to Spain's role and the effects on Spanish politics. Current events will be discussed in the context of the historical and geographic influences. Offered only as part of the ILACA Spain program.

372 Japanese Political Economy  This course is designed to familiarize students both with the institutions of the Japanese political economy, 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 issues since 1945. Prerequisites: PG 202 or permission of instructor. Offered Spring 1998.

373 Russia Since 1861  The course covers Russian Imperial state and society: revolutionary movements; causes of 1905 and 1917 revolutions; Russian and Soviet political cultures; Soviet Union and the modernization of Russia; Russian and Soviet foreign policy; the collapse of communism and the Soviet empire; post-communist Russian society and politics. Crosslisted as HIST 324. Offered every three years: not offered 1997-1998.

374 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 Romania. It focuses on the intellectual origins and political programs of the fascist parties and on the social groups that supported them. It concludes by analyzing the various theories explaining the fascist phenomenon. Crosslisted as HIST 315. Offered every other year; not offered 1997-1998.

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: PG 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: PG 201, senior status or permission of the Politics and Government faculty.

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. Some instructors use the seminar to focus on research, while others emphasize theoretical analysis. All students will write extensively
Psychology

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:** PG 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:** PG 204 and senior majors or permission of the Politics and Government faculty. Not offered regularly; not offered 1997-1998.

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.

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**PSYCHOLOGY**

Professor: Barry S. Anton; Ernest S. Graham; Catherine Hale, Chair

Associate Professor: Lisa Wood

Assistant Professor: Thomas Fikes; Sarah Moore (on leave Fall 1997); Marianne Taylor; Katherine Wadsworth; Carolyn Weisz

Visiting Assistant Professor: Robin Foster

**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, a solid foundation in psychology hinges on an empirically-based understanding of the fundamentals of human experience and behav-
ior, including sensation, perception, cognition, learning, development, and social interaction. These fundamentals are best approached through the process of laboratory investigation, field studies, 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 measurement 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 roots 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 to apply them more broadly to a wide variety of disciplines. We attempt to balance 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 to 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. This, in turn, will help students appreciate their role within the broader contexts of community, culture, and the world.

**Requirements for the Major**

1) Completion of ten units, nine of which are in Psychology.

2) Satisfactory completion of BIOL 111, or the equivalent, preferably prior to the junior year

3) Satisfactory completion of PSYC 201 and PSYC 301

4) Satisfactory completion of two of three laboratory courses (PSYC 341, 360, 371)
   **Note:** PSYC 360 students participate in laboratories involving live animals.

5) Satisfactory completion of four psychology lecture-discussion courses, one from each of the following groups. Two of the four lecture-discussion courses must be at the 300 or 400 level.*
   a. Social Relations and Development (PSYC 200, 273, 274, 281, 345, 450)
   b. Applied Psychology (PSYC 210, 290, 310, 460)
   c. Foundations of Psychology (PSYC 231, 251, 330, 361, 420, 421)

*Note: PSYC 101, Introductory Psychology, may be taken as the fourth lecture-discussion course.
Psychology

6) Satisfactory completion of PSYC 492
7) All courses in the major must be taken for a grade.
8) Psychology majors must satisfy University core requirements outside of the Psychology Department.
9) At least four of the nine required units in Psychology must be completed at Puget Sound.

Note: The Psychology Department strongly recommends that majors complete MATH 121, MATH 258, or the equivalent prior to their junior year.

Requirements for the Minor
Completion of a minimum of five units to include:

1) PSYC 101
2) Two units from PSYC 201, 251, 281, 290, 301, 310, 341, 360, 361, 371, 420, 421
3) Two units from PSYC 200, 210, 231, 273, 274, 330, 345, 370, 450, 460, 492, 495
4) All courses must be taken for a grade.
5) At least three of the required five units in Psychology must be completed at Puget Sound.

Course Offerings
Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

101 Introductory Psychology This course focuses on the scientific study of the behavior of humans and other organisms. Topics include 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; and the application of principles to an understanding of one's own behavior and the behavior of others. This course is highly recommended for majors.

200 Human Sexuality Beginning with a study of the anatomy and physiology of the sexual and reproductive systems, the course progresses to the consideration of our 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. Offered every three years; not offered 1997-1998.

201 Experimental Methodology 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 the 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. Offered every other year; not offered 1997-1998.

231 The Forging of the Psychological Tradition: Historical, Cultural, and Intellectual Dynamics This course focuses on the development of psychology from its origins in philosophy to its establishment as a distinct experimental science. We 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 ex-
amine past as well as present issues and findings in psychology. Offered every two years; offered Fall 1997.

251 Introduction to Behavioral Neuroscience In this course we consider the contributions of the nervous system to our understanding of the behavior of humans and other animals. To this end, we survey the basic structure and function of the nervous system, the principle methods for its study, and how our knowledge of it informs us about such phenomena as sensation and perception, movement, sleep, emotion, learning and memory, language, and abnormal behavior. It is suggested, but not required, that students have completed BIOL 111 and/or BIOL 221/222. Students who have received credit for PSYC 351 cannot receive credit for PSYC 251. Offered every other year; not offered 1997-1998.

273 Developmental Psychology: Infancy through Childhood This course focuses on the milestones of human development from conception through late childhood. We consider physical, cognitive, language, social, and emotional changes that occur during the first decade of life with special attention to various contexts of development. We address major theories as well as current research and methodology that explain how and why developmental change occurs. Implications for child-rearing, education, and social policy-making are also examined.

274 Developmental Psychology: Adolescence through Death This course focuses on the development of individuals from adolescence through death. The nature of cognitive, physical, and psychosocial development are examined. Current theories and research on such topics as adolescent rebellion, adult midlife crisis, and caregiving for elderly parents are explored. Students who have received credit for PSYC 273 prior to Fall semester 1991 cannot receive credit for PSYC 274.

281 Social Psychology This course is a 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, and the application of findings to current social problems. Satisfies a Society core requirement.

290 Industrial/Organizational Psychology This course focuses 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 are considered.

301 Experimental Methodology 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.

310 Fundamentals of Clinical Neuropsychology Clinical Neuropsychology is the study of brain-behavior relationships. The focus of the course is the clinical presentation of human brain dysfunction. Basic neuroanatomy, neuropsychology, assessment techniques, and philosophical underpinnings will be examined. Topics could include: split brain studies, language disorders, laterality, perceptual-motor dysfunction, learning and attention disorders, dementia, and treatment issues. Offered every other year; offered Fall 1997.

330 Theories of Personality This course is designed to provide students 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.
341 Sensation, Perception, and Action In this course we consider the phenomena and methods of sensation, perception, and action in biological organisms. We focus primarily on vision and audition, but with an emphasis on the general principles of how various forms of physical energy in the world are transduced and transformed to yield useful representations and purposeful behavior. Students wishing to facilitate a deeper understanding of the material may want to take PSYC 251, MATH 121, or PHYS 111/112 (or 121/122) prior to taking this course. Laboratory work is required. **Prerequisite: PSYC 201.** Offered every fall and every other spring semester.

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.**

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 these relationships with particular emphasis upon environmental control of voluntary behavior. Note: The laboratory component of this course requires work with live animals. **Prerequisite: PSYC 201 or permission of instructor.** Offered every fall and every other spring semester.

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 cognition and examines application of cognition to topics such as eyewitness testimony, autobiographical memory, childhood amnesia, and expertise. **Prerequisite: PSYC 201.** Not offered 1997-1998.

370 Special Topics This course will cover areas of psychology which are of contemporary interest and are not covered by other courses in the department. The topics covered and the frequency with which the course is offered depend upon the changing expertise and interests of the faculty. May be repeated for credit. Offered Spring 1998.

371 Psychological Testing and Measurement This course is an introduction to psychological testing and measurement. Students will address the topics of test development, validation, and administration: survey commonly used psychological measures; and discuss ethical, legal, social and emotional impacts of decisions based on measures. In computer based laboratories, students will analyze test data with frequently used statistical tests and procedures. **Prerequisite: PSYC 201 and PSYC 301.** Students who have received credit for PSYC 401 cannot receive credit for PSYC 371. Offered Spring term.

420 Verbal Behavior This course is concerned with the functional analysis of verbal behavior. It extends the analysis developed in PSYC 360 to a particular set of environmental-behavior relations called verbal behavior. The course is not concerned with the description of the formal system called language. Rather, it is concerned with the origin of the behaviors of speaking, writing, reading, gesturing, or otherwise, "communicating." It is exclusively concerned with the role of environmental events in the origin of such behavior rather than neurological or cognitive events. **Prerequisite: PSYC 360.** Offered on occasion.

421 Radical Behaviorism: Origins, Development, and Current Status This seminar is concerned with the philosophy and science of radical behaviorism. It begins with an examination of the structural-functional issues and then examines how the behaviorism espoused by Watson was interpreted
by Skinner (radical behaviorism), by Hull (methodological or neo-behaviorism) and by Tolman (cognitive behaviorism). Finally, contemporary radical behaviorism is examined with stress on its relationship to the last bastions of humanism such as language, consciousness, and cognition. 

Prerequisite: PSYC 360. Offered every three years.

450 Work and the Family This seminar focuses on aspects of the changing American family that concern employment and family life. Families in which adults both work and care for others (children, the elderly) are featured. Topics include men's and women's occupational choices, the effects of employment on marriage and the socialization of children, and governmental policies for working families. Prerequisite: PSYC 201. Offered on occasion.

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 this course. Prerequisite: PSYC 330 or PSYC 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**

Associate Professor: Douglas R. Edwards, Chair; Christopher Ives (on leave Spring 1998); Stuart Smithers

Assistant Professor: Suzanne Holland; Judith Kay; Jane Marie Pinzino

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 that 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.

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Religion courses are grouped as follows

General Courses
101. Introduction to World Religions
102. Jesus and the Jesus Tradition
104, Introduction to the Western Religious Tradition
106, The Religious History of the U.S.
107, Religious Ethics and Human Experience
263, Religion in Contemporary Britain
301, Consciousness and the Bourgeoisie
352, Archaeology Abroad: Field Methods and Approaches
360, Moral Vision in the European Novel
497, Internship

A. Biblical Literature, Religious Thought, Religious Ethics

1. Biblical Literature
200, The History and Literature of Ancient Israel
201, The History and Literature of the New Testament

2. Religious Thought
220, Fundamental Issues in Western Religious Thought
253, Religion and Society in the Ancient Near East
261, Eastern Christianity
271, Jewish Existence: History, Institutions, and Literature
290, Mysticism and Esotericism
312, The Apocalyptic Imagination
354, Paul and the Pauline Tradition
361, Ancient and Medieval Christian Thought
362, Western Christian Thought from the Reformation to the Twentieth Century
FL 395, Islamic Tradition

3. Religious Ethics
302, Ethics of Responsibility
364, Issues in Bioethics
368, Religion and Feminism

B. Asian Religious Traditions
232, Popular and Philosophical Taoism
233, Japanese Religious Traditions
330, Zen and Japanese Culture
Requirements for the Major

The major in religion is nine courses, at least four of which must be completed at Puget Sound, and only grades of C (2.00) or higher count towards the major or minor.

A. Three courses from Area A: one from Part 1, one from Part 2, and one from Part 3
B. Two courses in Area B: Asian Religious Traditions
C. Two courses in Area C: Advanced Seminars (only one of which can be an Independent Study)
D. Two additional courses (not more than one at the 100 level). Choose from courses meeting requirements listed above or from the following: 101, 102, 104, 106, 107, 263, 301, 352, 360

Only one Religion course taken before Religion 200 or 201 can count toward the major. Students majoring or minoring 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 302, Pagans and Christians
- CSOC 203, Anthropological Study of Religion
- PHIL 382, Philosophy of Religion

Requirements for Honors in the Major

a) A foreign language through the 202 level
b) A senior thesis, which counts as one of the nine courses for the major
c) Work in Religion which meets the university requirement for Honors in the Major.

Requirements for the Minor

The minor in religion is five courses, at least three of which must be completed at Puget Sound, and only grades of C (2.00) or higher count towards the minor.
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a) One course in Biblical Literature (200 or 201)
b) One course from Area B (Asian Religious Traditions)
c) One course from Area C (Advanced Seminars)
d) Two other courses, only one of which may be at the 100-level.

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

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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  This course explores both ancient and modern perceptions of the life and teachings of Jesus. Special attention is devoted to issues surrounding the “quest for the historical Jesus,” the gospel traditions, and the impact the figure of Jesus had and continues to have in art, literature, politics, and person’s lives. Satisfies Humanistic Perspective core requirement. Not offered 1997-1998.

104 Introduction to the Western Religious Tradition  Religious reflection finds expression in many forms: in theological and philosophical texts, but also in art and architecture, music, literature and spiritual writing. In this course we will survey the religious thought of the West from the first centuries of the Common Era to the twentieth century, examining religious texts in the context of the arts. We will chart the development of some major religious strands of the Western cultural and intellectual tradition, and the interrelation of religious thought and art. Finally, we will consider the nature of tradition, a community’s identity as it changes through time. Satisfies the Historical Perspective core requirement.

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 Historical Perspective core requirement.

107 Religious Ethics and Human Experience  In this course students will compare different Christian understandings of human experience, particularly the experiences of oppression and marginality, and their implications for the human quest for justice. The role of theology and ethics in this quest for liberation from oppression will be examined. Fundamental to this course is the assumption that the quest for justice, which is central to theological ethics, looks very different when we begin from the experience of injustice, rather than privilege. Satisfies the Humanistic 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.
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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.

220 Fundamental Issues in Western Religious Thought Is there a God? If so, what is God like? What does it mean to be a human person? Why is there evil? What should a human community look like? The fundamental questions that religious traditions seek to answer are perennial, but the answers to them, and the way the questions are formulated, change through time, as religious communities seek to challenge and respond to ideas in the cultures around them. This course will examine ways in which Western religious thinkers have formulated and answered those questions along with others, such as the nature of revelation, religious languages and spiritual formation, and religion’s relation to secular culture. Readings will be selected from a variety of disciplines, including theology, philosophy, psychology, and cultural theory, contrasting modern with classical views in order to grasp continuity, development and innovation in the Western religious tradition. Satisfies the Humanistic Perspective core requirement. Credit for REL 220 will not be granted to students who have completed REL 105. Not offered 1997-1998.

232 Popular and Philosophical Taoism With a primary focus on the development of Taoism from the time of Lao-tzu to the Sung period, this course examines various strands of Taoism in the historical context of Chinese religious and philosophical traditions. The course considers early philosophical Taoist texts, the problem of defining “Taoism,” the development of popular Taoist beliefs and practices, and the influence of social and political factors on Taoist institutions. Prerequisite: REL 200 or 201 or permission of instructor. Offered every three years; not offered 1997-1998.

233 Japanese Religious Traditions This course surveys the development of religious traditions in Japan from prehistorical times to the modern period. It traces the interaction of indigenous folk practices, Shinto, Confucianism, Taoism, and Buddhism in the context of Japanese history. A major thematic focus of the course is the literary and political dimensions of these overlapping traditions. Satisfies the Humanistic Perspective core requirement. Not offered 1997-1998.

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. Offered every three years; not offered 1997-1998.

261 Eastern Christianity Western religious thought, and Western culture therefore, has been profoundly affected by Eastern Christian thinkers, some of the most innovative the Christian tradition has ever known. Yet most Westerners know little about them or their culture. This course will survey Eastern Christianity from its beginnings in the undivided Christianity of the early church through the separation of East from West, into the Eastern Orthodoxy of the twentieth century. The course will focus on the works of Christian thinkers from Asia Minor, Greece and Russia, locating their thought in the context of iconography, worship, and spirituality. Offered every other year; not offered 1997-1998.

263 Religion in Contemporary Britain 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. It will lead
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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. 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 throughout world history and concentrating especially on the 19th and 20th centuries. Sponsor: The Jewish Chautauqua Society. Satisfies Historical Perspective core requirement.

290 Mysticism and Esotericism The course provides a scholarly study of religious experience, focusing on the reports and claims of the contemplative virtuosi: the mystics. In addition to working with classic texts from a variety of cultures and traditions, our study shall include modern philosophical and psychological attempts to identify and define phenomena associated with the mystic enterprise. Topics to be discussed include the problems of free-will, consciousness, self-identity, mysticism and morality, pluralism and monism, and the nature of spiritual discipline.

301 Consciousness and the Bourgeoisie "Know thyself" is a maxim central to the religious quest, but individuals who are intensely and urgently driven to know themselves often occupy the outskirts of ordinary society. Although these "outsiders" are a part of their culture and contribute to their culture, they no longer share the common values of their society. The course seeks to explore the role of outsiders (those who desire inner freedom and transformation) in the context of bourgeois society. The first half of the course draws on ancient materials (Epic of Gilgamesh, The Oresteia, and Plato's Republic) in discussing ideas of ontology, psychology, consciousness, and transformation. During the second half of the term we rely on novels and novellas by Ouspensky, Hesse, and Mann for a discussion of bourgeois attitudes toward the outsider and toward the outsider's struggle to become an individual who struggles with the habitual, unconscious, and mechanical patterns of existence. Satisfies Comparative Values core requirement.

302 Ethics of Responsibility This course provides an opportunity for students to examine the contours of an ethical framework of responsibility by exploring contemporary moral and religious narratives from a multicultural perspective. Students will learn to apply various ethical theories to particular issues and dilemmas, such as race-class-gender, violence, sexuality and issues of "difference." Satisfies the Comparative Values core requirement. Offered Spring 1998.

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. Offered every three years; not offered 1997-1998.

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. Not offered 1997-1998.

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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. Prerequisite: REL 200 or 201 or permission of instructor. Offered every other year; offered Fall 1997.

332 Buddhism A study of the origin and development of Buddhism. Special emphasis is given to the history of Buddhist thought, the evolution of the primary schools of Buddhism, and the question of cultural influence on Buddhist expansion. Sources for study will be drawn from Indian, Tibetan, Chinese, and Japanese texts in translation. Prerequisites: REL 200 or 201 or permission of instructor. Offered every other year; offered Spring 1998.

333 Asian Women and Religion This course will explore the roles of Asian women in regard to issues of equivalence, status, and goals in Buddhism, Hinduism, Christianity, Islam, and indigenous Asian religions, such as Shinto and Bon. In each religion we will highlight some of the dominant roles and assess if certain roles change through centuries. This exploration will lead us to examine the function of gender in religious traditional symbols, institutional roles, and personal searches in a comparative light. A variety of sources which include primary sources, scholarly articles, biographies, and newspaper reports will be used for this exploration. Prerequisites: REL 200 or 201 or permission of instructor. Offered Fall 1997.

352 Archaeology Abroad: Field Methods and Approaches This course teaches the skills and proper vocabulary used in field archaeology through on-site excavation experience. Under the tutelage of trained field and area supervisors, student will 1) learn the techniques of archaeology; 2) understand what can and cannot be known from excavations; 3) learn how a site fits into local, regional, and international economic, political, and cultural networks; and 4) discover what a site can tell us about the culture and concerns of ancient societies (their religious values, their aesthetics, their world view). Students are introduced to every aspect of an excavation, from obtaining and recording data to establishing and testing hypotheses. Key elements also include the stratigraphic method, neutron activation analysis, pottery typology (and its implication for dating ancient occupation levels), and numismatics (coin analysis). Archaeology allows the interpreter the rare opportunity to peer beyond the world of literature into the everyday world of both ruler and governed. Offered only in Summer Session.

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. Offered every three years; not offered 1997-1998.

360 Moral Vision in the European Novel The human heart, its virtues and vices, the motive for human acts, the ethos of society—these issues have been studied by philosophers and theologians, but also by the novelists who create fictional characters and the worlds they inhabit. This course will examine novels from several European literatures, asking of each how the author portrays the moral
character of individuals, the moral dilemmas they face, and the moral fabric of society. Authors studied may include Goethe, Manzoni, Austen, Flaubert, Balzac, Dostoyevsky, Tolstoy, Galdos, Mauriac, Mann, Woolf, Unamuno, Doblin, and Wolf. Class discussion will be based on translated texts, but students wishing to work in the original language(s) may do so by arrangement with the instructor. Satisfies the Comparative Values core requirement. Not offered 1997-1998.

361 Ancient and Medieval Christian Thought A survey of the development of Christian theology from its beginnings to the High Middle Ages. Concentration on close reading of key texts of thinkers such as Origen, Augustine, Anselm and Aquinas, considering their thought in the context of biblical interpretation, philosophy and contemporary controversies. Prerequisites: REL 200 or 201, or permission of instructor. Offered every other year; offered Fall 1997.

362 Western Christian Thought from the Reformation to the Twentieth Century A survey of modern Christian thought from its roots in late medieval nominalism to the twentieth century. Close reading of texts from Protestant and Catholic Reformation, the Enlightenment, Pietism, nineteenth-century figures such as Kierkegaard and Newman, and twentieth-century movements such as neo-orthodoxy and liberation theology. Prerequisite: REL 200 or 201, or permission of instructor. Offered every other year; offered Spring 1998.

364 Issues in Bioethics An examination of western religious understandings of the role of the healer, the world of the ill, and specific dilemmas they encounter in the context of the U.S. healthcare system. We will study reproductive issues, choosing death, allocation of scarce resources, abortion, and issues raised by AIDS. Offered every other year; offered Spring 1998.

368 Religion and Feminism A study of the implications of feminist theologies and social analyses for ethical theory and practice with particular attention to the issue of standpoint and moral agency. We will examine feminist perspectives on issues such as sexuality, justice, violence and pornography, epistemology. We will focus on religious perspectives, including feminist traditions in Christianity, womanist theory, Marxist theory, Judaism, and Islamic traditions. Offered every other year; offered Spring 1998.

450 Tradition and the Esoteric The seminar explores the ideas of “tradition” and “modernity” from the point of view of the so-called “Traditionalist” writers: Rene Guenon, Frithjof Schuon, and A.K. Coomaraswamy. Premised on the understanding that the great religious traditions contain an inner esoteric core, these writers contend that the “inner teachings” of these traditions illuminate the shortcomings and the special difficulties of our modern condition. In this seminar we will focus on the work of the poet T.S. Eliot as paradigmatic of the Traditionalist response to modernity. Prerequisites: at least two courses in Religion, one of which must be either 200 or 201; or permission of instructor. Offered every three years; Not offered 1997-1998.

451 The Idea of the Soul This seminar examines the idea of the soul from a variety of historical and cultural perspectives. Our study will include ancient, medieval, and modern models of the soul, a comparison of the prevailing Western ideas of the soul with Vedic and Buddhist conceptions, and a discussion of the academic discourse of the 19th and 20th century on the “origin” and evolution of the idea of the soul. Of central importance to our investigation will be an examination of the relationship between souls and bodies, including the problem of soul/body dualism and the emergence of the idea of the “disembodied” soul. Our sources will be drawn from a variety of disciplines including the history of religion, philosophy, anthropology, and psychology. Prerequisites: At least two courses in Religion, one of which must be 200 or 201; or permission of the instructor. Offered every three years; not offered 1997-1998.
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. Offered every three years; offered Spring 1998.

454 Buddhist Social Ethics  This course considers recent Buddhist formulations of social ethics. We explore the ways in which key thinkers and movements have drawn from and critically re-examined traditional sources—texts, philosophies, practices, and institutions—to set forth systems of ethics in response to social issues. The course includes a comparison with several systems of Christian social ethics. Prerequisites: at least two courses in Religion, of which one must be either 200 or 201; or permission of instructor. Offered every other year; offered Fall 1997.

493 Major Authors  This seminar will focus on a detailed reading of the works of one or two major authors whose work has contributed either to the development of a particular religious tradition or to a subfield within the discipline of religious study. The primary focus of the seminar will be textual, but attention may also be given to the author's role in the development of a tradition or a discipline. When two authors are studied, the course will seek both to examine the work of each one, and to compare them substantively and/or methodologically. The course may be organized topically, so as to give an overview of the author's thought, or chronologically, so as to study its evolution. Prerequisites: at least two courses in Religion, of which one must be either 200 or 201; or permission of instructor. Not offered 1997-1998.

494 Special Topics  This seminar will be organized around themes and topics that are of special interest to the study of religion. The seminar will be offered on an occasional basis and the topic will be determined in advance by the instructor. Prerequisites: at least two courses in Religion, of which one must be either 200 or 201; or permission of instructor. Not offered 1997-1998.

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.
Science in Context Courses

SCIENCE IN CONTEXT

Coordinator: Mort Greene, Honors

Advisory Committee: Alva Butcher, Business and Public Administration; Barry Goldstein, Geology (on leave Fall 1997); Cathy Hale, Psychology; Peter Wimberger, Biology

Science is not an isolated activity. Rather, it is inextricably linked to every other aspect of human experience. Science has important connections to literature, philosophy, religion, art, economics, and to social and political history. And, of course, scientific evidence and argument are part of continuing lively debates over such issues as social policy, development of natural resources, and allocation of health care. Science in Context courses are designed to explore the connections between the sciences and other parts of the human endeavor. Some Science in Context courses examine the influence of the broader culture on the development of science, as well as the influence of science on culture. Other courses illustrate the interplay between science and other factors, such as economics and politics, in contemporary decision-making. All Science in Context courses are cross-disciplinary in nature. Many are team-taught. Faculty from more than a dozen different disciplines within and without the sciences participate in Science in Context.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

Important Note: Each student must complete both units of the Natural World core requirement before fulfilling the Science in Context core requirement.

310 Health and Medicine Drawing from the biological, behavioral, and social sciences, as well as ethics and public policy, this course will provide you the opportunity to explore intrinsic and extrinsic factors that contribute to and detract from health and human performance. By applying concepts and critical thinking processes which you develop in this course to personal lifestyle and political decisions, you will be prepared to make more informed choices on emerging personal and policy issues related to health. The course emphasizes holistic approaches to understanding and preventing disease. Both allopathic and alternative interventions are explored. Major topics include defining health; therapeutic options including allopathic, complementary (e.g., homeopathy, Chinese medicine, etc.), and more experimental approaches (e.g., gene therapy); the central, somatic, and autonomic nervous systems; psychobiology; stress and stress management methods; approaches to prevention and treatment of conditions such as cancer and AIDS; issues in public policy and financing of mainstream and alternative healing approaches; ethical dilemmas such as informed consent, confidentiality, compliance, health care directives, allocation of resources, euthanasia; dying, grieving, and hospice. Satisfies Science in Context Core requirement. Pre-requisites: completion of Natural World core requirement.

314 Cosmological Thought Cosmology is the attempt to understand what the whole universe is, how the universe came into being, and what forms or structures organize it. Cosmology had its origins in myth, but soon incorporated elements of astronomy, physics and philosophy. This course is a study of cosmological thought in its historical and cultural context, from the cosmologies of the ancient and medieval worlds to twentieth-century cosmology. Throughout, the course will stress not only the scientific content of the various cosmologies that have contended for primacy, but also their historical origins and their philosophical implications. Satisfies Science in Context core requirement. Pre-requisites: completion of Natural World core requirement.
Science in Context Courses

320 Science and Social Stereotypes  This course will examine a) the role that scientific research on group differences plays in creating and maintaining social stereotypes, and b) scientific research that takes stereotypes and intergroup relations as the object of inquiry. Arguments presented in The Bell Curve positing racial differences in intelligence will be the focus of the first part of the course. Then, we will study cognitive, emotional, and behavioral foundations of stereotyping as well as research on reducing the effects of stereotyping and prejudice. This part of the course will focus on basic research in experimental psychology. A major theme of the course will be the historical, social, and political context of research pertaining to social stereotypes. We will discuss practical implications of scientific research, factors that create and reduce bias among investigators, and the nature of communication about science. Satisfies the Science in Context core requirement. Prerequisites: completion of Natural World core requirement. Offered every other year.

325 Science and Policy  This course examines the role of science in policy-making. Good, basic scientific information can often play a vital role in making decisions regarding such things as resource development and use, environmental protection, and public safety. Citizens generally have access to the same information as policy-makers and should be able to evaluate not only the basic information, but the policy being made in light of available information: are those who make policy utilizing such information in effective ways? Each section of this course looks at the scientific data relating to potential policy-related problems or questions and how such knowledge is viewed in light of political, economic, public perception, and other contextual concerns. Individual sections of this course will focus on the following issues: 325A Geological and Environmental Catastrophes, 325B Issues and Conflict: The Environment and Public Policy, 325C Natural Science and Economics of Earth Resources. Prerequisite: completion of Natural World Core Requirement.

328 Biology at the Bar: Science in Legal Contexts  This course is designed to stimulate students’ curiosity about the content and development of scientific knowledge in legal and political contexts. The scientific knowledge surveyed will include relationships among Mendelian genetics, modern transmission genetics, earlier and later scientific interpretations of evolutionary theory, and current molecular biology. Legal and political contexts will include criminal, civil, and constitutional litigation and deliberative and policy debates. Prerequisites: completion of Natural World core requirement. BIOL 101, 102, or 111 strongly recommended.

330 The Idea of Evolution  This course examines the scientific, social and intellectual impact of evolutionary theory from the beginning of the 19th century down to the present. We will study the work of Charles Darwin, his predecessors and successors. We will discuss the scientific, political, social, ethical, religious and even the artistic and literary impact of evolutionary theory on modern life and thought. We will consider such movements as sociobiology and eugenics. We will also examine in detail the fossil evidence for the evolution of life on earth, and discuss the logical and empirical character of evolutionary theory. Satisfies Science in Context core requirement. Prerequisites: completion of Natural World core requirement, to include a course in Biology or a course in Geology.

345 Physics in the Modern World: Copenhagen to Manhattan  This course will examine the mutual interactions between physics and other forms of culture in the modern world, centering on the development of relativity and quantum theory. These great ideas of modern physics will be examined critically in light of the effects they have produced in the world at large, with particular attention to the building of the atomic bomb. A number of scientific, cultural, political, and philosophical themes leading up to the conception and building of the atomic bomb will be considered. Satisfies Science in Context core requirement. Prerequisites: completion of Natural World core requirement.
Special Interdisciplinary Major

350 Cognitive Science: An Interdisciplinary Approach  This course will introduce students to the current state of cognitive science by examining recent advances in artificial intelligence, cognitive psychology and the philosophy of mind and language. Issues to be addressed include the nature of mental representation, natural language processing, vision and perception, cognitive development and problem solving. Weekly laboratory session required. Satisfies Science in Context core requirement. Prerequisites: completion of the Natural World core requirement and the Mathematical Reasoning core requirement.

360 Origins and Early Evolution of Life  A multi-disciplinary approach to the study of the problem of the origin of life. The course examines this problem historically, conceptually and empirically, employing approaches and data from physics, chemistry, biology and geology. The course aims to develop understanding of the problem itself, but also of the interactions of different scientific disciplines trying to solve it. Students will participate in lab/demonstration exercises during class time. (No separate labs.) The course has a rich scientific content and previous work in biology and chemistry, equivalent to strong high school courses in these subjects, is recommended. Satisfies the Science in Context core requirement. Prerequisite: completion of Natural World core requirement.

SPECIAL INTERDISCIPLINARY MAJOR

The purpose of the Special Interdisciplinary Major is to permit exceptional students to complete their degree at Puget Sound through a course of study not available in any existing department, school, or program. The Special Interdisciplinary Major may be in a recognized interdisciplinary field or in an emergent field. The Special Interdisciplinary Major plan of study must present a coherent program in the liberal arts and include sufficient methodological grounding in the relevant disciplines, as well as sufficient upper division coursework, to provide the student with knowledge and analytic tools sophisticated enough to permit interdisciplinary synthesis, as demonstrated in the senior thesis or project.

The pursuit of a Special Interdisciplinary Major is regarded as preferable for some students to the completion of a double major. Its purpose is not to dilute an existing major.

The Special Interdisciplinary Major is supervised by a principal advisor from a relevant department with a Special Interdisciplinary Major committee of two or more other faculty, one of whom must be from another department. All three faculty committee members supervise implementation, approve changes when necessary, and certify completion.

Requirements for the Special Interdisciplinary Major

A. Class standing: twelve units completed at Puget Sound before applying.

B. Deadline for application: Special Interdisciplinary Major proposals must be submitted to the Curriculum Committee no later than first term, junior year. Proposals submitted to the Curriculum Committee by Oct. 1 or Feb. 15 will be acted upon before preregistration for following term.

C. Required grade point: Applicants must have a 3.0 cumulative GPA at Puget Sound.

D. Required preparatory course work: Applicants must have completed 4 units of relevant course work at Puget Sound.

E. Required courses: Minimum of 12 courses, of which 10 courses must be at the 200 level or above and of which 6 must be at the 300 level or above. No more than 2 Independent Study units may be applied to the Special Interdisciplinary Major.

F. Senior Project (SIM 490) required. Public presentation in second semester, senior year.

G. Minimum grade average: 2.0 or higher is required in each course applied toward the Special Interdisciplinary Major.
Application

A. Faculty advisor and student prepare statement to include educational objectives; demonstration that existing programs do not meet the educational objectives of the proposed major; how the courses proposed for the major meet the educational objectives outlined for the major; and a list of courses which comprise the major.

B. Faculty advisors prepare supporting letters which provide information concerning how the proposed program is distinct from existing programs, how preparation among the supervising faculty supports the proposed program, and whether the proposed program warrants a BA or BS degree.

C. Statement, plan, letters of support from faculty advisor and members of the supervising committee, and student transcript forwarded to Curriculum Committee for approval.

490 Senior Project Students completing a Special Interdisciplinary Major must complete a senior project which integrates work in the major. The project can take the form of a thesis, creative project, or artistic performance. A prospectus for the project must be submitted to and approved by the student's SIM faculty committee in the semester prior to registering for the course. Completion of this course will include a public presentation of the project in the final semester of the senior year. Prerequisite: permission of SIM committee.

STUDY ABROAD

Director: Jannie Meisberger

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.

Exchanges:

Australia

Brisbane Griffith University, located in Brisbane, Queensland, is one of Australia’s leading Government-funded universities, dedicated to excellence in teaching and research. Students may choose from the range of courses offered at the Mt. Gravatt and Nathan campuses.

One or more students will be exchanged each semester from each institution. The Puget Sound student will pay regular Puget Sound tuition and fees for one semester. Additional costs such as room, board, transportation, health insurance, medical expenses, books and personal expenses, will be borne by the program participants. Exchange students will be expected to live in the campus residence facilities.

Germany

Passau Passau is a picturesque city of 52,000 inhabitants located near the Austrian border at the junction of the Danube and the Inn. Founded in 1973 and officially opened in 1978, Passau is one of the newest and smallest universities in Germany. It offers degrees in, among other disciplines, English and American studies, Germanics, History, Geography, Mathematics and Computer Science, Theology, Art History, Pedagogy, Philosophy, Political Science, Sociology, Asian Studies, and Economics. It is particularly well-known for its innovative Language Center, where students of law and business receive foreign language training in their disciplines.

One student will be exchanged annually from each institution for the duration of the academic
Study Abroad

year. The Puget Sound student will pay regular Puget Sound tuition, fees and room, for one year, which includes a single room in a student dormitory in Passau. Additional costs, such as transportation, board, health insurance, medical expenses, books, or personal expenses, will be borne by the program participants.

The Netherlands
Maastricht The Universiteit Maastricht is located in a beautiful old town in the southernmost part of the Netherlands. Maastricht is a bustling provincial capital, a city that has preserved its hospitable international character throughout the centuries. One of its advantages is its central location in Europe: Brussels, Antwerp, and Cologne lie 100kms. Bonn, Rotterdam, Amsterdam, Luxembourg, and Dusseldorf are a mere 200kms from Maastricht; Paris is only a four-hour drive away.

Up to 5 semester students per year will be exchanged from each institution. The exchange has been established to enable students in the School of Business to study, in English, selected courses at the Faculty of Economics and Business Administration at Universiteit Maastricht. They will be expected to follow course requirements in the same way as Maastricht students.

Puget Sound students will pay regular Puget Sound tuition and fees for one semester. Additional costs such as room, board, transportation, health insurance, medical expenses, books and personal expenses, will be borne by the program participants.

Scotland
Edinburgh The University of Edinburgh, founded in 1583, is located on the hills overlooking the River Forth. The University offers excellence in teaching and research over an exceptionally wide range of subjects. Edinburgh, the capital of Scotland, is a major international city and center of culture and learning, hosting the largest arts festival in the world during the summer. One or more students will be exchanged annually from each institution, with Edinburgh students coming for a full academic year and Puget Sound students having the option of a semester or full-year exchange.

The Puget Sound student will pay regular Puget Sound tuition, fees, room and board for one semester or one year. The student will be responsible for all costs not covered by the exchange, including books, transportation, accommodation out of term (i.e. vacations, and before the official start and after the end of term), health insurance, medical expenses, and any other personal expenses.

Aberdeen Founded in 1495, the University of Aberdeen is one of the oldest in Europe. The university has a long tradition of scholarship in a relaxed and friendly atmosphere, combined with excellent modern facilities for both teaching and research. Aberdeen is a beautiful city in which to live, with superb parks and open spaces, and an excellent center from which to explore Scotland's beauty.

One or more students will be exchanged annually from each institution for the duration of the academic year. The Puget Sound student will pay regular Puget Sound tuition, fees and room for one year. Additional costs, such as transportation, board, health insurance, medical expenses, books, and personal expenses will be borne by the program participants.

Wales
Aberystwyth Aberystwyth is one of the leading academic centres in Wales, housing not only the University but also the National Library of Wales, the Welsh Agricultural College, the Institute of Grassland and Environmental Research, The United Theological College, The College of Welsh Independents and Coleg Ceredigion. The University has established strong research and teaching links with each of these institutions and others such as the British Geological Survey, the Royal Commission for Ancient Monuments Wales and the Aberystwyth Science Park which are also located in Aberystwyth.
Study Abroad

The number of students to be exchanged in any given year will normally be two; one from the University of Puget Sound and one from the University of Wales, Aberystwyth. The students will normally be studying for a computing degree.

The Puget Sound student will pay regular Puget Sound tuition, fees and room for the duration of the academic year. The student will be responsible for all costs not covered by the exchange, including board, books, transportation, accommodation out of term (i.e., vacations, and before the official start and after the end of term), health insurance, medical expenses, and any other personal expenses.

Semester Programs

Chile
The Chile program is administered through CIEE (Council on International Educational Exchange). The Universidad de Chile and the Pontificia Universidad Catolica de Chile both host the program in Santiago. All courses are taught in Spanish. Following the two-week required language and culture course, students enroll in regular university courses for which they meet the prerequisites at these universities. The program includes field trips and excursions to places historical and cultural importance in Santiago and other parts of Chile. Students live in private Chilean homes. Housing, breakfast and dinner are included in the cost of the program.

Ecuador
The Ecuador program is administered by Willamette University in cooperation with the Universidad San Francisco de Quito in Quito, Ecuador. The cost of the program includes tuition, room and board in homestays and field trips. All courses are taught in Spanish. Students with strong Spanish language skills may attend classes for Ecuadoran students at USFQ.

England
London The University of Puget Sound participates in this program with four other members of the Independent Liberal Arts Colleges Abroad consortium (ILACA): Gonzaga University, Pacific Lutheran University, University of Portland, and Willamette University. Classes are held in the lovely Bloomsbury area of central London near the British Museum. 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 in residential neighborhoods of Greater London. The selection process takes place in February for both the upcoming fall and for the next spring term.

Watford The ILACA consortium also hosts an alternate location in England, twenty miles northwest of London. Like London, its emphasis is on the arts and social 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.

Prerequisites for London or Watford
All students preparing to go on the London or Watford programs will be required to have completed two prerequisite units from the following: ART 275, 276, 277, ENGL 221, 222, 223, 350, 351, 352, 255, HIST 102a, 102b, 217, 230, 231, 302, 303, 304, 305, 306, 309, 310, HUM 201, MUS 100, 230, 231, PG 202, 203, 204, 321, PLEC 201.
Study Abroad

France
Dijon The Dijon Program offers an exciting opportunity to pursue a full semester of academic work in France. Located in the heart of the Burgundy region, this province is rich in political, religious and artistic history. All classes are taught in French and are staffed by University of Dijon faculty. There are three levels of language study available; placement exams on arrival will determine in which of the three levels a student should be. Students live and take two daily meals with a French family. A French coordinator serves as resident director and coordinates the students' study program, housing, field trips and cultural events.

To participate, students must have successfully completed two years of college-level French, or equivalent, and pass a screening process by the Study Abroad Selection Committee. The selection process takes place in the early fall for the upcoming spring.

Spain
Granada The semester study abroad program in Spain is part of the Independent Liberal Arts Colleges Abroad consortium (ILACA). Classes are taught in Spanish by resident faculty to provide as near a Spanish university experience as possible. A director is selected from one of the ILACA member institutions and teaches one course. Students live with homestay families. The applicant must have five college semesters, or equivalent, of Spanish in order to be considered for this program.

Year Programs

Germany
Munich The Year of Study in Munich program is administered by Lewis and Clark College in cooperation with Reed College and Willamette University. The program is affiliated with the University of Munich.

Founded in 1472, the University of Munich is considered one of the finest schools in Germany. Its Department of German is the largest in the world. Because Munich is a center of art, learning, and culture, the city offers vast opportunity for the American student.

Although the Year of Study in Munich is particularly attractive to German majors, the program is also open to students in other fields, provided they fulfill the language requirement.

Institute of European Studies/Institute of Asian Studies (IES/IAS)
Puget Sound is an affiliate of this consortium of approximately 100 US colleges and universities. Semester and year-long programs are offered in various cities throughout the world. Students may study in La Plata, Argentina; Adelaide or Canberra, Australia; Vienna, Austria; Beijing, China; Durham, England; Paris or Nantes, France; Berlin or Freiburg, Germany; Milan, Italy; Tokyo or Nagoya, Japan; Madrid or Salamanca, Spain.

Japan
Tokyo (Waseda) The Japan Study Program is available to students at the University of Puget Sound through an agreement with Earlham College, which houses the administrative office of the program. The program involves eleven months of study/travel, beginning in August and continuing through the end of June.

The central activity of the program is course work in the International Division, Waseda University, Tokyo, in Japanese history, culture, and language. Any Puget Sound student accepted for the program will register at Earlham College, which later will provide an official transcript. Students live with homestay families.
Study Abroad

Pacific Rim/Asia

Pacific Rim is a 9-month academic year of study-travel offered every three years. During the year of study-travel, the students will earn 8 academic units on location in Asia, with courses in such countries as the Republic of Korea, Japan, the People’s Republic of China, Thailand, and India. The program is open to students of various academic interests and majors, though appropriate academic 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.

Shorter Term Programs

Latin America Study Tour (PG 370)

PG 370 is a ten-day study tour to Central America. Travel takes place in the middle of January, but work for credit is completed during the following Spring semester. The goal of the course is to explore some of the political, economic, religious and educational dimensions of change and current developments in Central America through travel to the region, and through personal interaction with representatives of key institutions and societal groups. 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 observation. Ideally, through a combination of study, travel, meetings and reflection, students can make a direct link between academic study and real life situations.

Religion 352 Archaeology Abroad: Field Methods and Approaches. This course teaches the skills and proper vocabulary used in field archaeology through on-site excavation experience. Under the tutelage of trained field and area supervisors, student will 1) learn the techniques of archaeology; 2) understand what can and cannot be known from excavations; 3) learn how a site fits into local, regional, and international economic, political, and cultural networks; and 4) discover what a site can tell us about the culture and concerns of ancient societies (their religious values, their aesthetics, their world view). Students are introduced to every aspect of an excavation, from obtaining and recording data to establishing and testing hypotheses. Key elements also include the stratigraphic method, neutron activation analysis, pottery typology (and its implication for dating ancient occupation levels), and numismatics (coin analysis). Archaeology allows the interpreter the rare opportunity to peer beyond the world of literature into the everyday world of both ruler and governed. Offered only in Summer Session.

Taiwan Summer Program

The Tunghai, Taiwan Program offers intensive language training in a native-speaking environment for students who wish to continue their study of Mandarin Chinese during the summer. The program is operated jointly by University of Massachusetts and Tunghai University in Taiwan. The University is truly a self-contained residential community with the majority of students, faculty, and staff living on campus, complete with an elementary school, junior high school and several stores. Puget Sound students interested in attending this program must complete the study abroad application process within the prescribed deadlines and undergo a screening process by the university Study Abroad Selection Committee. A final list of selected students will be forwarded to UMass for administrative processing.

Other Programs

The University of Puget Sound also has catalogs on many other programs through other institutions. Visit the Study Abroad Library in the Office of International Programs for more information.
Women Studies Program

WOMEN STUDIES PROGRAM

Director: Sarah Sloane, English

Advisory Committee: Michelle Birnbaum, English; Nancy Bristow, History; Heather Bruce, Education; Connie Hale, English; Suzanne Holland, Religion; Christine Kline, Education; Kathy Ann Miller, Biology (on leave 1997-1998); Ilit Nagy, Art; E. Ann Neel, Comparative Sociology; A. Susan Owen, Communication and Theatre Arts; Ann Putnam, English; Florence Sandler, English (on leave Spring 1998)

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 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"— without reference to the lives and experiences of women. By contrast, Women Studies courses move women from a position of invisibility or marginality to the center of concern, and study them in their own terms.

Women Studies courses are designed to enable students to perceive and critically analyze assumptions, belief systems, and personal experiences, to better understand their own relationships with the world, and to clarify values and choices for the future.

Requirements for the minor:

Completion of a minimum of five units, at least three of which must be completed at Puget Sound, to include CSOC 212, WMST 494, and three other courses in the program, no more than two of which may be taken in one department. Only one course taken for the major may be used to satisfy the requirements for the Women Studies minor.

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

Course Offerings with credit for Women Studies

CSOC 212, Women, Men, and Society (Offered Fall 1997)
CSOC 318, Women and Global Inequality (Offered Spring 1998)
CTA 422, Advanced Media Studies (Offered Spring 1998)
CTA 440, Gender and Communication (Not offered 1997-1998)
CTA 444, Public Address (Offered Spring 1998)
ENGL 235, Literature by Women (Offered Fall 1997 and Spring 1998)
ENGL 360B, Major Authors: Toni Morrison (Offered Spring 1998)
ENGL 405, Writing and Gender (Not offered 1997-1998)
ENGL 485, Literature and Gender (Offered Spring 1998)
HIST 355, African-American Women in American History (Offered Fall 1997)
Women Studies Program

HIST 374, Women and Social Change in the U.S. to 1880 (Not offered 1997-1998)
HIST 375, Women and Social Change in the U.S. Since 1880 (Offered Spring 1998)
PSYC 370, Special Topics: Violence and Victims (Not offered 1997-1998)
REL 333, Asian Women and Religion (Offered Fall 1997)
REL 368, Religion and Feminism (Offered Spring 1998)

Other courses may be added to this list on a semester by semester basis.

Program Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year.

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. Prerequisites: CSOC 212, and at least one other course in the program. Offered Spring 1998.

495/496 Independent Study

497 Internship  Placement in a community or government agency dealing with social problems of particular relevance to women, such as Sexual Assault Crisis Center, the YWCA Women's Support 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.
Academic Support Programs

ACADEMIC SUPPORT PROGRAMS

Academic and Career Advising

Director: Jack Roundy

The mission of Academic and Career Advising is to assist current and former students to clarify values, identify and develop skills, explore academic and career interests, and achieve academic and vocational goals. By offering encouragement and guidance, we strive to assist students in making informed educational and career choices and to pursue life-long learning.

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

Freshman Advising Program

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

Each freshman participates in the selection of his or her advisor. Beginning in April, prospective freshmen indicate their preferences to the advising director, who then assigns them to advisors. In most cases, a freshman's advisor will also be one of his or her instructors, ensuring the student's opportunity to seek help at any time. This classroom contact also cultivates the advising/counseling relationship between students and faculty; students, comfortable with an advisor they have come to know as friend and teacher, find it easy to discuss not only which classes to take next term but also which academic programs and career paths to consider. In some cases, freshmen will choose a faculty mentor as their freshman advisor; mentors are assigned on the basis of academic specialty rather than classroom instruction. All freshmen are assigned peer advisors, upper-division students who can help them get to know and thrive in Puget Sound's academic programs.

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

Transfer Student Advising Program

Coordinator: Ann Willcockson

Transfer students are assigned to faculty advisors according to their expressed academic interests. Advisors help transfer students assess their standing toward the degree in their chosen field of study, and work with them in long-range academic and career planning.

Upperclass Advising Program and Academic Decision-Making

Faculty advisor assistance in academic and career planning continues for students throughout their academic careers, and includes regular meetings to discuss academic programs, course scheduling, and the relationship of academic programs to career and/or further educational goals. Academic and Career Advising also offers resources and counseling to assist students in choosing an appropriate academic major. When students select a major, they should choose a new advisor in their discipline of choice. Only students' advisors of record may approve registration for classes.
Academic Support Programs

Triad Program for Students with Special Academic Needs
Coordinator: Ann Willcockson
The Triad Program provides enriched advising support for students in the freshman advising program, in conjunction with the Center for Writing and Learning. In addition, Triad maintains an "early alert" network for students with academic and personal concerns and offers support for students in academic difficulty.

Career Services
Assistant Director: Ron Albertson
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. Academic and Career Advising helps students to 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, assess their interests, and find and secure appropriate positions in the employment community. Students may make use of a selection of interest inventories to assist them in their self-assessment process (e.g. Strong Interest Inventory, Myers-Briggs Type Indicator, Self-Directed Search, FOCUS). Also available are workshops and individual counseling on job search techniques, résumé 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. Students and prospective students are encouraged to check out the full range of services by visiting the ACA website: http://www.ups.edu/advising/homepage.htm. Services are available throughout students' university life, as well as after they have graduated.

Graduate School Preparation
Approximately one-fourth of Puget Sound students go on to graduate or professional school immediately 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 excellent 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.

Internship and Cooperative Education 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. The cooperative education and internship programs give them this opportunity with over 500 placements in the Puget Sound region and others across the country and around the world.

In the internship program, students from any major may earn one unit of academic credit by: 1) working 120 hours (or 10 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, personal and career development issues, and discussion of the internship placement experience. The program is open to both juniors and seniors carrying a 2.5 GPA, who must first be recommended by an advisor.
Academic Support Programs

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-quarter to 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. Cooperative Education courses must be taken pass/fail.

Health Sciences Advising Committee

Chair: Mary Rose Lamb
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 Occupational or Physical Therapy should contact those schools directly. Students interested in careers in the health sciences may major in any subject, but must meet minimum requirements in the sciences and mathematics specified by the professional schools. In addition, national standardized admission exams are required of applicants to most professional programs. Students intending to apply to medical school must complete the following eight courses before taking the Medical College Admission Test (MCAT): BIOL 111, and one additional Biology course (212 recommended); CHEM 110, 230, 250, 251; PHYS 111 or 121, 112 or 122.

Students are encouraged to make early contact with the Chair of Health Sciences in Thompson Hall 342 or with Linda Critchlow, Program Assistant for Health Sciences, in Thompson Hall 227. A resource center which includes professional school catalogs, entrance requirements, and other information is also located in Thompson Hall.

Pre-Law Advising Committee

Coordinator: Tom Weko
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 that 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 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 Library 248. 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.

Graduate Fellowships

Advisor: Kate Miner
There are many opportunities for students to earn scholarship, fellowship or other special support for travel, research, study and teaching at the graduate school level. A Graduate Fellowships Advisor
works with the faculty to assist students in preparation for and application to many prestigious programs, including: Rhodes, Marshal, and Truman Foundations; the Hughes Medical Institute; Goldwater and Watson Fellowships; the Rotary Awards; and various governmental grant and award programs. Success in achieving fellowship awards demands early and strategic preparation. Students are encouraged even as freshmen and sophomores to begin working with advisers to learn about opportunities available to them.

The Center for Writing and Learning

Director: Julie Neff-Lippman

The Center for Writing and Learning is a place where students come to enhance their Puget Sound education. The Center helps students at all levels develop their academic potential.

Because people have different learning styles, the Center offers a wide range of programs. Students can develop more effective reading, math, vocabulary, and study strategies in one-to-one sessions or classes taught by the professional staff, or they can receive peer tutoring in specialized content areas.

The Center also helps students from all academic disciplines develop their ability to use writing as a tool for thinking and learning. With the assistance of faculty or specially trained peer writing advisors, 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 reviewing their written work to make it clear, direct, and persuasive.

Prospective graduate students can use the Center's resources to prepare for entrance exams or to receive thoughtful advice on scholarship and graduate school applications.

In addition, the Center administers freshman placement testing and works closely with advisors, faculty, and students in interpreting test scores and suggesting appropriate courses.

The Center advises faculty members on ways of using writing in their courses and helps students with articles, poems, and stories intended for publication. For appointments, students may come to Howarth 109 or call 756-3395.

Services for Persons with Disabilities

The University of Puget Sound provides program access and support to eligible students with disabilities. Support services include priority registration, disabled parking, fully accessible campus housing, pre-admission interviews, wheelchair accessibility map, alternative testing, taped or large-print materials, extended time for taking examinations, note-taking arrangements, auxiliary aids, counseling, mediation and advocacy. The University strives to provide reasonable accommodations based on individual needs. Some services require current medical documentation or testing reports. Any information supplied will be held in confidence. Students must provide adequate notice in requesting accommodations.

The University provides opportunities for students with disabilities to identify themselves and request accommodations in the admission process, through academic advising, or by contacting the Disability Services Coordinator or the Reading and Learning Disability Specialist. The Disability Services Coordinator has overall program responsibility and facilitates services for students with physical disabilities. The Reading and Learning Disability Specialist facilitates services for students with learning disabilities, including dyslexia, dyscalculia, and attention deficit disorder.

Complaints regarding the provision of services for students with disabilities may be brought to the Disability Services Coordinator. If the matter is not resolved, the complainant may request a review of the decision by a hearing board consisting of the Director of Human Resources/Affirmative
Academic Support Programs

Action Officer, the Associate Academic Dean/Registrar, the Associate Dean of Students/Title IX Compliance Officer, and a student selected by the hearing board in consultation with the ASUPS President. The hearing board will promptly meet with the complainant, the Disability Services Coordinator, and any other persons with information relevant to the complaint. The parties involved may be asked to submit written statements in advance of the hearing. Either party may question the other party or any other person providing information to the hearing board. The hearing board will meet in closed session to reach a decision based on the information presented at the hearing. The final decision will be communicated in writing to the complainant and the Disability Services Coordinator.

Disability Services Coordinator: John M. Hickey, Jones Hall 104, 206-756-3203, TDD 756-3399, Email: hickey@ups.edu

Reading and Learning Disability Specialist: Ivey West, Center for Writing and Learning, Howarth 109, 206-756-1355, Email: iwest@ups.edu

Office of Information Systems

Associate Vice-President: Raney Ellis

The Office of Information Systems 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 every academic department. Among the University’s computer resources are DEC VAX and Alpha network servers, three large Macintosh and two IBM PC-compatible labs, additional satellite microcomputer labs, and a network of UNIX workstations.

The campus backbone includes fiber connections to all main campus buildings and residence halls. Network services include local mail, news, file and Web servers. All desktop software conforms to either the Windows or Macintosh graphical environments. Personal systems in the residence halls may be connected to the campus network, or students can dial into the network using the PPP protocol with modems that support speeds up to 28,800 bps. Students are provided with email accounts for their individual use.

The University’s microcomputer labs in Howarth and McIntyre offer general access to both Macintosh and IBM-compatible computers, along with selected word processing, spreadsheet, database, graphics, and statistical software packages. The labs also offer instructional software to support a variety of classes. The McIntyre labs can be reserved as computer classrooms for hands-on instruction. The Howarth labs serve as resource centers for information about microcomputers, applications, and programming languages. Additional microcomputing facilities are available in smaller clusters and departmental labs throughout campus.

The Advanced Computing Lab 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, mathematics, and the sciences. Software includes computer graphics packages, programming languages, and mathematical and statistical software.

Collins Memorial Library

Director: Marilyn Mitchell

Collins Memorial Library is an integral part of the University’s educational program. Its services and collections support study and research on campus. There are over 425,992 volumes of books and periodicals, plus a sizable collection of federal and Washington state government publications, microforms, videotapes, cassettes, compact disks and other media materials. Special collections of archival
Academic Policies

materials are also maintained. Electronic access to the library catalog and to over 600 databases including indexes, bibliographies and full text documents is available over the campus network. Locally owned resources are strengthened by cooperative resource sharing agreements with libraries throughout the country.

The library's staff provides assistance with reference, research, and the location of materials. Help is also available through individualized consultation and electronic classroom instruction. There are a variety of study facilities, including group and individual carrels, meeting rooms, multimedia carrels, and a multimedia lab for faculty and students.

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.

The Logger (available in the Office of the Registrar) is the comprehensive repository of academic policies. See the Logger for policies not included in this Bulletin, including policies on athletic eligibility, course requirements, grades, withdrawal, graduation requirements, honors, grievances, independent study, leaves of absence, petitions for exceptions, registration, transfer, and study abroad.

Classification of Students

Undergraduate Students, 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 7 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 an admission agreement form, which may be obtained from the Office of Admission, prior to enrollment. (No more than 3 units taken as a non-matriculant may be applied toward a University of Puget Sound degree.)
Academic Policies

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 normal undergraduate course load is 4 academic units per semester, and the student may enroll in an additional activity course. Any other academic coursework above 4 and one-quarter 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 for which he or she officially registers. Once registered, a student may add or drop classes only by reporting to the Office of the Registrar and executing an official Change of Registration (add/drop) form. After the last published day to add or enter a course, courses may be dropped but none added.

Withdrawal from the University

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

Concurrent Enrollment

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

Independent Study

Students wishing to do independent study in academic areas not covered by existing courses in the curriculum may obtain a copy of the Independent Study Policy 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 semester calendar at the University are themselves considered to be units in the degree. For purposes of transferring credit, one unit is equivalent to 6 quarter hours or 4 semester hours.

System of Grading

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

An explanation of these grades and grading policy is in the Logger, 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 ensure that their permanent address is 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 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 Logger for the full probation/dismissal policy.
Academic Policies

Transfer Evaluation
A University of Puget Sound student wishing to take a course at another institution for transfer to Puget Sound should obtain a transfer evaluation request from the Transfer Evaluator in the Office of the Registrar, Jones 009. When properly completed and signed by the appropriate staff person in the Office of the Registrar, 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.)

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 Logger, 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 Logger. Petition forms may be obtained in the Office of the Registrar, Jones 010.

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 education records, to establish the right of students to inspect and review their education records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. The University of Puget Sound intends to comply fully with the rights and provisions of this Act. Students have the right to file complaints with the Family Policy Compliance Office, U.S. Department of Education, Room 3017, FB-6, Washington, DC 20202, concerning alleged failures by the institution to comply with the Act.

University policy explains in detail the procedures to be used by the institution for compliance with the provisions of the Act. Copies may be obtained in the Office of the Registrar, Jones 011.

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

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

Currently enrolled students may withhold disclosure of any category of directory 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 the University of Puget Sound, 1500 N. Warner, Tacoma, WA 98416-0012. Forms requesting the withholding of directory information are available in the Office of the Registrar, Jones 010.

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Admission

The University will honor a request to withhold directory 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.

ADMISSION TO THE UNIVERSITY

Vice President for Enrollment: George H. Mills Jr.

Director: Peter M. Jones

Associate Director: Tracy A. Poole

Assistant Director: Scott A. Copeland, Caroline Mueller

Admission Counselor: Fred Ater Capesany, Kellee Carter, Dila K. Perera, Melanie Reed

Admission Coordinator: Paula J. Meiers

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 cocurricular record.

Primary criteria for admission:
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, if available).
4) Scores from the College Board Scholastic Assessment Test (SAT I) or the American College Test (ACT).
5) Counselor or advisor and/or teacher evaluation. Two evaluations are preferred.
6) A personal essay.
7) A personal interview, while not required, is 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 high school course preparation for admission. The Admission Committee recommends that students 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—
Admission

three/four years; History/Social Studies—three years; Foreign Language—two/three years of a single language; Natural/Physical laboratory Science—three/four 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 (Saturday visits are not available May through July).

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 night, Sunday through Thursday. Visiting students are given passes to campus events and meal service.

The Office of Admission is closed during Thanksgiving Holiday and Winter Holiday. During Fall Break, Winter Break, Spring Recess and Summer Break only limited services are available because classes will not be in session during these times. Please consult the academic calendar in this Bulletin for specific dates.

To arrange a campus visit or for further information, please contact the Office of Admission, University of Puget Sound, 1500 North Warner Street, Tacoma, WA 98416-0062, Telephone: 253-756-3211, 1-800-396-7191, Email: <admission@ups.edu>. Before scheduling a campus visit, prospective students may want to browse our Website (www.ups.edu) to learn about campus activities and events that may be of interest. All scheduled visits will be confirmed by the Office of Admission, either by telephone, mail or email prior to arrival.

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 15 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 requested.

To assure maximum consideration for financial assistance and on-campus housing, students applying to enter the University for fall should apply no later than February 1 of the same year. 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 Programs Deposit upon deciding to enroll at Puget Sound, 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 are diminished and not guaranteed. Advance deposits are not refundable after May 1.

Early Decision Plan. Students who wish 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 is mailed on December 15 (along with a tentative notification of financial aid, if admitted, and 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. Deposits made by Early Decision candidates are not refundable.
Admission

Students may apply to other colleges simultaneously, 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 tuition deposit to the University of Puget Sound.

To receive initial notification of need-based financial aid by December 15, students should submit their customized financial aid PROFILE to the College Scholarship Service (CSS) by November 1, listing the University of Puget Sound (code #4067). Because PROFILE requires a registration process, students should be sure to submit their registration packet to CSS by October 15 in order to receive their customized PROFILE back in time to apply by November 1. Students may file their customized PROFILE after November 1 but should then expect to receive their financial aid results somewhat later than December 15.

All students applying for financial aid also must submit the Free Application for Federal Student Aid (FAFSA) between January 1 and January 20. Official award decisions will be mailed to students beginning March 15, if their FAFSA has been received at the processors by February 1.

For complete information on financial aid and scholarship opportunities, please refer to the Financial Aid and Scholarship section of this bulletin.

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 or advisor and the student's parents or guardians.

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 of Puget Sound 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 or advisor, and the student's parents or guardians.

Deferred Freshman Admission. Admitted freshman applicants who wish to defer their admission may do so for one year. Applicants who wish to defer their enrollment must submit a $100 advance tuition fee to hold their place in the next class and a $200 Residential Programs deposit to reserve a living space. The $100 advance tuition fee and $200 Residential Programs deposit become non-refundable at the time of the deferment.

Freshman Admission Procedures. 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. Photocopies or facsimile (FAX) copies of any official documents are not acceptable.

1. An Application for Freshman Admission. This form is available from the Office of Admission. The University is a member of the Common Application Colleges and Universities and welcomes the applicant to use the Common Application form. The Common Application software is available to download from our website <www.ups.edu> and is available on computer disk by calling the Office of Admission at 1-800-396-7191, 253-756-3211 or sending a request by email to <admission@ups.edu>. Be sure to indicate your preference for Windows or Macintosh. A student may submit the Washington Uniform Application; however, additional materials are required.

2. Transcripts. An official high school transcript that includes an applicant's 9th through 11th grade academic record should be forwarded to the Office of Admission.
Admission

3. **Tests.** Applicants must take either the Scholastic Assessment Test (SAT I) or the American College Test (ACT) and request that the results be forwarded to the Office of Admission. Applicants are personally responsible for making the appropriate testing arrangements.

4. **Secondary School Report/Teacher Evaluation.** Applicants should submit these forms to the appropriate persons. The applicant's respective evaluators should forward the completed forms along with a personal recommendation to the Office of Admission.

5. **Early Decision Statement.** Applicants must sign the Early Decision Agreement included in the Application for Freshman Admission if Early Decision admission is desired.

6. **Application Fee.** A $40 (U.S. funds) non-refundable processing fee must be submitted with the Application for Freshman Admission. Official fee waivers are acceptable.

**Advanced Placement.** The University participates in the Advanced Placement Program of the College Board. Scores of 4 or 5 on College Board Advanced Placement Tests are accepted for advanced placement and lower division college credit. Scores of 3 are accepted for selected tests. When granted, lower division credit given will be an amount equal to the credit of a comparable University course. A maximum of 8 units will be awarded. Qualified students should consult their school counselor for details about the College Board Advanced Placement Program.

**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.

**College Classes While in High School.** The University will review courses taken for college credit while a student is enrolled in high school only if those classes are regularly scheduled college-level classes taken in a college classroom. Such courses are reviewed on a case-by-case basis to determine if credit will be granted. The student must submit both the high school and college transcripts to have the courses reviewed for possible credit.

**Admission with Advanced Standing**

Students who have attended other accredited colleges or universities 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 evaluate for 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 offered by 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).
3. The maximum activity credit allowed within a Puget Sound degree program is 1.50 units. Activity credit includes athletics, music performance, theatre performance, forensics and any other student participation program.
4. Non-traditional work must be submitted with the application materials. This would include Advanced Placement (AP) or International Baccalaureate (IB) examination scores. No credit is given for military experience.
5. The maximum amount of correspondence coursework credit accepted in transfer is 4.00 units. Courses completed through correspondence may not be used to fulfill general University Core requirements.
6. The University does not offer or sponsor courses via television, correspondence, or newspaper, nor does it normally accept credit granted by other institutions which has been earned in such courses.
7. No more than four academic units taken on a non-graded or pass/fail basis may apply toward the 32 units required for graduation. In addition, all University Core requirements must be taken for a letter grade.
8. All coursework will be evaluated on an individual basis to determine fulfillment of University Core requirements. A maximum of 10 of the 12 core requirements may be satisfied through transfer. The eleventh, a science in context course, and the twelfth, a comparative values course, must be completed at the University of Puget Sound, during the junior and senior years. Courses that transfer in fulfillment of core requirements may not be completed through independent study nor graded on a pass/fail basis.
9. Sixteen units must be completed in residence in order to obtain a Puget Sound degree. At least four units for a major and three units for a minor must be completed in residence.
10. Following admission to and enrollment in the University, if it is learned that a student misrepresented his or her 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:
   Accredited Community College
   Advanced Placement (AP)
   International Baccalaureate (IB)
   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.
Admission

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. Photocopies or facsimile (FAX) copies of any official documents are not acceptable.

1. An application for Advanced Standing/Transfer Student Admission. This form may be obtained from the Office of Admission.

2. Transcript. Official transcripts of the student record from each college and university previously attended, and, upon request, a high school transcript, must be sent to the Office of Admission. Any student who has completed less than one full year of college work should automatically submit a high school transcript and examination results from the SAT I or ACT. Also any student who enrolled in college-level courses while in high school must 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. A $40 (U.S. funds) non-refundable processing fee. This fee should be mailed to the Office of Admission at the time of initiating an application.

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

5. A personal 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 Advanced Placement (AP) or International Baccalaureate (IB) examination scores. No credit is given for military experience.

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 Advanced Standing/Transfer Student Admission 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, a Letter of Acceptance, a Reservation Statement and a Residential Programs Application/Contract are issued to each candidate as notification of acceptance.

An advance tuition deposit of $100 is required for each new student and reserves a place in the student body. This payment should be forwarded to the Office of Admission 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 May 1 preceding the term in which the student would first have been enrolled in the University.

If University housing is desired, a $200 Residential Programs Deposit must be forwarded with the Residential Programs Application/Contract to the Office of Admission. Students are advised to
return the form immediately upon receiving their acceptance. This Residential Programs Deposit is refundable only if the request for refund reaches the Office of Admission before May 1 preceding the 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, a transfer evaluation, a Reservation Statement and a Transfer Residential Programs Application/Contract are issued to each advanced standing candidate as notification of acceptance.

An advance tuition deposit of $100 is required for each new student and reserves a place in the student body. This advance tuition deposit is refundable only if the request for refund reaches the Office of Admission before May 1 preceding the term in which the student would first have been enrolled in the University.

If University housing is desired, a $200 Residential Programs Deposit must be forwarded with the Transfer Residential Programs Application/Contract to the Office of Admission. This Residential Programs Deposit is refundable only if the request reaches the Office of Admission before May 1 preceding the 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.

International Students

Application and Academic Credentials. The University of Puget Sound welcomes applications from international students. The University 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 the following deadlines:

- Freshman, February 1, in the year of fall enrollment.
- Transfer, March 1, in the year of fall enrollment.
- Transfer Occupational Therapy, January 15, in the year of fall enrollment.

For further information regarding international admission procedures, please contact the International Admission counselor, Office of Admission, University of Puget Sound, Tacoma, WA 98416-0062 USA, Telephone: (253)756-3211, Email: <admission@ups.edu>, Website: <www.ups.edu>.

English Proficiency. Because successful work at the University 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 TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ 08541-6151, 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.
Residential Programs

Summer Session
Non-matriculating students may register for summer classes by completing an enrollment form available, in person, from the Registrar's Office or by writing or calling the Office of the Associate Academic Dean, University of Puget Sound, 1500 N. Warner, Tacoma, WA 98416, 253-756-3207.

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
Information concerning graduate study in Education, Occupational Therapy or Physical Therapy admission requirements, application procedures and other pertinent data is available from the Office of Admission, University of Puget Sound, Tacoma, WA 98416-0062, Telephone: (253)756-3211, Email: <admission@ups.edu>. Website: <www.ups.edu>.

Continuing Education Classes
A student with a baccalaureate level degree 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 Admission or the Office of Continuing Education for each Continuing Education class. A one-time $35 application fee is required.

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, (253) 756-3306.

RESIDENTIAL PROGRAMS

Acting Director of Residential Programs: Shane Daetwiler
Assistant Director of Residential Programs/Greek Affairs: Shawn Baldwin
Assistant Director of Residential Programs/Student Staff Development: Julie Hall
Residential Programs Coordinator: Marty Howell
Resident Director, Adventure Education: Tim Pierson
Program Assistant: Beverley Bryant

The Office of Residential Programs is committed to the University of Puget Sound's belief in offering a broad educational experience to its students. It seeks to ensure that the academic mission of the University is sustained by students' living arrangements on campus. As importantly, campus living is designed to contribute to the personal growth and development of the residential 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, personal growth, and successful group living.
Residential Programs

On-Campus Residential Facilities

The Residence Halls
The eight Tudor-Gothic residence halls are arranged in two spacious quadrangles on the north and south ends of campus. Each building has recreational areas, vending machines, kitchen facilities, coin-operated laundry machines, a television lounge, and study areas. Student rooms are furnished with a bed, drawers, book space, a desk, a desk chair, and a closet for each resident of the room. Phibbs hall is accessible to students who use wheelchairs.

An additional part of the residence hall system are the four A-frames and two 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 ten students each and are accessible to students who use wheelchairs. Each Chalet has a living room, four doubles, two singles, as well as laundry and kitchen facilities.

Fraternities and Sororities
The Greek system has been a part of the University of Puget Sound for over 50 years. Members of Greek organizations participate in academic activities, student government organizations, athletics, social projects, and community service.

The national fraternities at the University are Beta Theta Pi, Kappa Sigma, Phi Delta Theta, Sigma Alpha Epsilon, Sigma Chi, and Sigma Nu. The sororities are Alpha Phi, Gamma Phi Beta, Kappa Alpha Theta, Kappa Kappa Gamma, and Pi Beta Phi.

Two of the five sororities are housed in Smith Hall. The other three, as well as five of the fraternities, occupy university-owned houses on Union Avenue. Kappa Sigma, the sixth fraternity, occupies residence houses on North Alder Street.

Since Greek organizations housed in university-owned facilities are responsible for their own living arrangements, room furnishings, and house rules, life may vary from house to house. Room and board costs for Greek facilities are identical to those of residence halls, although the Greek organizations have their own initiation fees, membership dues, and social fees.

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 their sophomore year. Transfer students with sophomore standing or above may participate in fall informal rush and move into the chapter's housing facility immediately, provided space is available.

Residence Houses
The residence houses, which line the perimeter of campus, vary in size. Each is furnished and has kitchen facilities, phone service, and coin-operated laundry machines. Residents are responsible for their own housekeeping. Students residing in these houses are not required to purchase an on-campus meal plan, but may do so if they wish.

Residence houses are available to upperclass and transfer students. One residence house is currently accessible to students who use wheelchairs, while others can be made accessible if a student requests it by early summer.

Special Residential Programs
The University offers two special residential programs. First, the residence halls feature a Healthy Lifestyle environment in Harrington Hall (for 1997-98) and an Adventure Education program in Schiff Hall. In addition the University offers special program residence houses which create strong
Residential Programs

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 program houses include the Honors/Langlow House for intensive study of the humanities; language houses; and a number of theme houses, in which topics range from academic to recreational.

For further information about these programs, please contact Residential Programs, (206)756-3317.

Off-Campus Housing

Students interested in off-campus accommodations are welcome to visit Connections, a service provided by the University and ASUPS, located in the Wheelock Student Center.

Connections offers listings of nearby rooms, apartments, and houses that are available for rent. Telephones, maps, and other services are also provided. The University does not screen or endorse off-campus listings.

Staffing and Governance

Each living unit is staffed by undergraduate students who serve, under the supervision of the Residential Programs office, as peer counselors, hall administrators, and facilitators for the residents of their living area. The staff enforces the Student Integrity Code and reports potential violations. 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 an Assistant Director of Residential Programs. Resident Assistants (RAs) 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 Student Integrity 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.

The Application Process

To be eligible for a room assignment, students must submit the $200 Residential Programs Deposit, and complete and sign a Residential Programs Application/Contract. The application/contract will be mailed to all admitted students. Admitted students are encouraged to submit the $200 deposit as early as possible. Room assignments will be determined by the date the deposit is received by the Admission Office.

The $200 deposit serves as a room reservation fee, a key deposit, and a damage deposit. The deposit is refundable in full if the fall contract is canceled in writing prior to May 1. After that date, the entire deposit is forfeited. For spring semester applications, the contract must be canceled prior to December 15 to receive a refund.

Confirmation of room assignments and roommate information for fall enrollment is mailed to admitted students during the month of July.
Tuition and Fees

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 facilities 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 optional for these residents.

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

Address inquiries to Acting Director of Residential Programs, University of Puget Sound, 1500 N. Warner Street, Tacoma, WA 98416-0012, Telephone 253-756-3317.

FINANCING YOUR EDUCATION

Controller: Sherry Mondou
Student Accounts Manager: Maggie Mittuch

At the University of Puget Sound, the development of a strong sense of financial responsibility is considered an integral part of a student's education. Every student is presumed to be familiar with the schedule of tuition and fees and other matters pertaining to the financial policies published in this Bulletin. The staff in the Student Accounts Office work closely with students in support of their development and are pleased to assist students and parents with any questions or concerns they may have.

Schedule of Tuition and Fees

Tuition and fees are typically established in the spring for the following academic year. The University reserves the right to change tuition, room and board, and other fees for a given semester without prior notice. After the beginning of a semester, no changes will be made to the fee schedules which affect that semester.

Estimated Direct Costs Billed by the University (1997-98) for Full-time Undergraduate and Second Baccalaureate Students

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (3 to 4.25 units per semester)</td>
<td>$18,790</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$4,920</td>
</tr>
<tr>
<td>Student Government Fee</td>
<td>$150</td>
</tr>
<tr>
<td>Total</td>
<td>$23,860</td>
</tr>
</tbody>
</table>

Estimated expenses amount to $23,860 for an academic year of nine months. This total does not include other expenses such as books and supplies, personal expenses and transportation. Fees may be higher than the above sum if a student elects courses for which special instruction or services are necessary.

Tuition

Tuition for full-time students for the 1997-98 academic year is $18,790. Tuition will be charged each semester (fall and spring) in accordance with the following schedule:

<table>
<thead>
<tr>
<th>Description</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time undergraduate student (3 to 4.25 units)</td>
<td>$9,395</td>
</tr>
<tr>
<td>Overload, per unit</td>
<td>$2,370</td>
</tr>
<tr>
<td>Part-time undergraduate students (less than 3 units)</td>
<td>$2,370</td>
</tr>
<tr>
<td>Tuition charges for fractional unit courses</td>
<td>$2,370</td>
</tr>
</tbody>
</table>
Tuition and Fees

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 academic units per term or .5 activity units does not accumulate future tuition credit.

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).

All students enrolled in a Second Baccalaureate program will be charged according to undergraduate rates less the student government fee.

Full-time 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 Logger. Other students will be charged one-half the per unit rate. 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.

Rates for University-owned Residences

Room and Board ............................................................................................................................................ $4,920
(Covers fall and spring semesters. Vacation periods are excluded.)

A Residential Programs Deposit of $200 is required upon application for University housing. For continuing students, the deposit is due before the spring housing lottery. The deposit serves as a room reservation, key deposit, and damage deposit. If the fall application/contract is canceled in writing prior to May 1, the deposit is refundable. Applications/contracts canceled on or after May 1 are not refundable. Spring Semester applications/contracts must be canceled prior to December 1 to receive a refund.

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.

Students are expected to keep their Residential Programs Deposit at the $200.00 level. If damage charges are incurred during a term, repair costs will be deducted from the deposit and reflected on the monthly Statement of Accounts provided by the Student Accounts Office. This statement will also indicate the payment amount necessary to replenish the Residential Programs Deposit to the $200.00 level.

Applied Music Fees

The Applied Music fee is $75 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 academic, not activity, units toward graduation requirements.

Clinical Affiliation Fees

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

Occupational Therapy .......................................................................................................................... $1,950
Physical Therapy ..................................................................................................................................... $1,950

See course sections on Occupational Therapy/Physical Therapy for complete information.
Tuition and Fees

Activity and Course Fees
The following course fees and special fees for off-campus and Physical Education activities are non-refundable after the last day to drop without record.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Hiking/Backpacking</td>
<td>$42</td>
</tr>
<tr>
<td>Bowling</td>
<td>$50</td>
</tr>
<tr>
<td>Career Awareness (not refundable after the first day of classes)</td>
<td>$20</td>
</tr>
<tr>
<td>First Aid</td>
<td>$6</td>
</tr>
<tr>
<td>Golf</td>
<td>$30</td>
</tr>
<tr>
<td>Hiking/Backpacking</td>
<td>$38</td>
</tr>
<tr>
<td>Instrumentation in Exercise Physiology</td>
<td>$30</td>
</tr>
<tr>
<td>Nutrition/Energy Balance</td>
<td>$30</td>
</tr>
<tr>
<td>Physical Assessment</td>
<td>$20</td>
</tr>
<tr>
<td>Physics of Exercise</td>
<td>$30</td>
</tr>
<tr>
<td>Riding</td>
<td>$300</td>
</tr>
<tr>
<td>Sailing</td>
<td>$150</td>
</tr>
<tr>
<td>Scuba Diving</td>
<td>$75</td>
</tr>
<tr>
<td>Senior Research (Phys Ed)</td>
<td>$30</td>
</tr>
</tbody>
</table>

Other Fees
Application for admission (payable only once) .................................................. $40
Student Government Fee (required of each full-time undergraduate student, not refundable) ................................................................. $75
Late Validation Fine (for payment and/or signed invoice received after the validation deadline) ................................................................. $100
Payment Plan Participation Fee ($80 per semester of participation) .................................................. $160
Returned Check Fee* .................................................. $25
*Two returned checks will cause check-writing privileges to be permanently revoked.

Deposits
Advance Tuition Deposit—entering students .................................................. $100
Residential Programs Deposit—all students living on campus .................................. $200
Lock Deposit for personal locker (refundable) .................................................. $10

Payment Due Dates
All charges, including tuition, fees, and room and board are due and payable in full on or before the validation deadline each term. 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 deadline or at the time of the schedule change, if later.

Students may apply for a monthly payment plan which is described in detail below.

Option for Monthly Payment Plan
The University offers an interest-free monthly payment plan to those preferring to spread their net semester direct costs over the course of the semester. Under this plan, payment of the total direct costs for the semester, less scholarships, grants and loans, may be divided into five equal and consecutive monthly payments. Your first payment is due on the published validation deadline. The four remaining payments are due on or before the 20th day of September, October, November and December for the fall semester and February, March, April and May for the spring semester. This plan is offered as a service to you at $80 per semester of participation.
Tuition and Fees

All monthly payment plan requests are subject to review and final approval by the Controller and may be modified or canceled 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 monthly late fee of 1 percent will be imposed for past due payments.

Any expected financial aid that is delayed or canceled for any reason, will increase the student's account balance and the final payment due in the term.

In calculating the payments due under the payment option, credit is not given for private loans, work study awards and certain outside scholarships that are not disbursed directly to the University. When these funds are received by the parent or student, they will be used to make the scheduled payments or to pay off the entire student account balance at that time.

Funds received from the University by a student from loans or scholarships or, in some cases, for work performed for wages must be applied to the student's account if there is any unpaid balance at the time of receipt.

Inquiries concerning payment options should be directed to the Student Accounts Manager, University of Puget Sound, 1500 N. Warner Street, Tacoma, WA 98416-0075, Telephone: 206-756-3220 or 206-756-3221.

Financial Assistance

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.

Students receiving financial assistance in the form of scholarships, grants or loans are expected to make necessary arrangements with the Office of Financial Aid and Scholarships well in advance of registration.

Registration

In the fall, incoming freshmen will register on-campus during Orientation Week (see Academic Calendar). Payment is due at the point of registration (see Payment Options below).

Incoming transfer students and continuing students will pre-register for classes with payment due by the validation deadline (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. A signed invoice must be returned by the validation deadline even if financial aid fully covers the amount due for the term. Registrations validated after the validation deadline, 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 canceled.

Registration is not officially completed until all financial arrangements have been approved by the Controller's Office. 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 Perkins) 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.
Refunds and Adjustments

Owing to complex financial aid regulations, two different refund schedules exist. The Office of Financial Aid and Scholarships will calculate and provide for a Pro Rata refund for Title IV recipients attending the University for the first time whose withdrawal date is on or before the 60% point in time in the term for which the student has been charged (see schedule below). For Title IV recipients not meeting the criteria for a Pro Rata Refund, and for all other students who withdraw from the University, the Office of Financial Aid and Scholarships will calculate and provide for a refund based on the official withdrawal date and according to the refund schedule shown below.

Pro Rata Refund. A student may be eligible for a pro rata refund of tuition, fees, and room according to the following schedule if:

a) the student received federal aid through Title IV assistance, and
b) this is the student’s first term at the University, and
c) the student completely withdraws from the University on or before the 60% point (in time) in the term;

Withdrawal prior to the first day of the term—100% refund; Withdrawal on the first day of the term: 90% (or the greater of either the Pro Rata refund calculation or the Federal and All Other Student refund calculation of 100%), within the first calendar week—90%; second and third week—80%; fourth week—70%; fifth week and sixth week—60%; seventh and eighth week—50%; ninth and tenth week—40%; after the tenth week—no refund.

Federal and All Other Students Refund. All students, other than first term students completely withdrawing and receiving Title IV assistance, will be refunded according to the following schedule:

Withdrawal on or before the first day of classes - 100% refund; after the first day of classes and within the first week of the term - 90%; after the end of the first week and through the end of the fourth week - 50%; after the end of the fourth week and through the end of the eighth week - 25%; after the end of the eighth week - no refund.

For both refund calculations, the following apply:

a) An administrative fee equal to the lesser of $100 or 5% of school charges assessed the student and any “unpaid school charges”, will be subtracted from the refund.
b) “Unpaid school charges” is the amount of scheduled cash payments that have not actually been received from the student, and/or student’s parent, or that will not be covered by a late disbursement of aid.

Medical Withdrawals

Students receiving an approved medical withdrawal from the Academic Standards Committee are eligible for a pro rata refund of tuition based on the official date of withdrawal as determined by the Registrar. The medical withdrawal refund schedule is on file in the Student Accounts Office.

Room. Generally, room charges are not refundable after the first day of class. A pro-rated refund may be allowed under the following conditions:

a) If a student completely withdraws from the University and if that student is a recipient of Title IV assistance; or,
b) 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.
Financial Aid and Scholarships

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.

A full copy of the refund policy, with examples, is on file in the Office of Financial Aid and Scholarships and the Student Accounts Office.

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 1996-1997 academic year, 80 percent of all full-time undergraduate students received some form of financial assistance. 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 assistance.

Grants

These funds are provided to the student and do not need to be repaid. Sources include the following:

Federal 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.

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

Puget Sound Grant
This is a University of Puget Sound funded and administered program which is awarded to most students with demonstrated needs.
Financial Aid and Scholarships

Puget Sound Opportunity Grant
University grants awarded to African American, Asian American, Hispanic American, and Native American students on the basis of exceptional financial need, academic ability, and other financial aid awarded.

Scholarships

Edmund F. Maxwell Foundation Scholarships
Awarded to incoming freshmen who will be attending accredited independent colleges or universities and who reside in the state of Washington. The scholarships are designed to provide financial assistance to those who have demonstrated financial need, academic merit and a promise of useful citizenship.

The awards, up to a maximum of $3,500 each, are renewable for an additional three years of undergraduate study. Application forms may be obtained by writing to: Edmund F. Maxwell Foundation, P.O. Box 22537, Seattle, WA 98122. The completed application must be postmarked by March 1.

United Methodist Church Scholarships
Several renewable scholarships ranging from approximately $2,000 to $8,000 will be awarded to incoming freshman and transfer United Methodist students with financial need. All United Methodist students from all conferences are encouraged to apply. First preference will be given to minority students who are members of the Pacific Northwest Conference. Recipients will be notified by April 1.

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 must only apply for need-based aid.

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

Loans
Because of nominal interest charges and favorable repayment plans, loans have become an accepted way to pay educational expenses. Both programs that follow require that a student show demonstrated financial need. Sources include the following:

Federal Perkins 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.

Federal Stafford Loan
Funds are made available from banks and credit unions. 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. During repayment, interest will be a variable rate, determined once per year, not to exceed 8.25 percent.

Employment
The work-study program provides students with opportunities to work on campus or in the local community to earn the amount awarded. Jobs available on-campus include positions in student service, administrative, and academic departments, where students work 10-15 hours per week. The
Financial Aid and Scholarships

off-campus program is designed to provide employment related to students' educational or career interests. Employers include large and small businesses, government, and community service providers. Sources include Federal Work-Study and State Work-Study.

Application Process

Prospective freshmen students may apply for all need-based funds by completing both the financial aid PROFILE form and the Free Application for Federal Student Aid (FAFSA). Transfer undergraduate students may apply by completing the Free Application for Federal Student Aid (FAFSA).

To apply for the PROFILE, obtain a PROFILE registration packet (available in September). Then submit the registration form as soon as possible, but by no later than January 11. Be sure to list the University of Puget Sound by using the CSS school code #4067. Upon receipt of the registration form, CSS will send you a customized PROFILE. Complete and mail the customized PROFILE by January 20 so that it reaches CSS by February 1.

The FAFSA form will be available in late fall at high schools and colleges. Complete and mail the FAFSA to the federal processor after January 1 and no later than January 20. List the University of Puget Sound FAFSA code #003797 on this form.

To meet the University's preference deadline for the following academic year, the FAFSA must be received at the federal processor by February 1 and the PROFILE (freshmen only) must be received at the College Scholarship Service by February 1. (In addition, a prospective transfer applicant must obtain and submit an Application for Financial Assistance (AFA) to the Office of Financial Aid and Scholarships by February 1 to meet the preference deadline.)

The Office of Financial Aid and Scholarships begins mailing need-based financial aid decisions to prospective freshmen and transfer undergraduate students on March 15. Students admitted after March 1, and those whose PROFILE (freshmen only), FAFSA or AFA (for transfers only) forms are received after the initial preference deadlines, can expect to be mailed their financial aid results within approximately two weeks of the time they have been admitted and their forms have been received in the Office of Financial Aid and Scholarships.

The University of Puget Sound subscribes to the May 1 National Candidate's Reply Date. Thus, prospective students who receive their financial aid results in March or early April must notify the Office of Financial Aid and Scholarships by May 1 of their acceptance of the aid awarded.

Need-based financial aid must be applied for each academic year. Continuing students should contact the Office of Financial Aid and Scholarships in December of each year to obtain renewal application forms. Whenever possible, the University will continue to award assistance to students at similar levels each year. Exact funding awarded, however, depends upon the funding provided each year by the University, Federal and state governments, and individual scholarship donors.

Although students may apply for and receive financial aid all throughout the year, students can maximize their chances for receiving the best financial aid packages each year by meeting all preference deadlines and by maintaining satisfactory academic progress in their courses of study.

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 $7,000 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
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to the University are considered for these scholarships on the basis of information submitted to the Office of Admission during the admission process. Students whose admission applications are received by February 1 are preferred candidates for these awards.

President's Scholarships
President’s Scholarships of $4,000 are awarded to freshman and transfer students who demonstrate high academic achievement. Freshmen who have not been selected for Trustee Scholarships are automatically considered for President’s Scholarships upon admission to the University. Students whose admission applications are received by February 1 are preferred candidates for these awards.

Dean's Scholarships
Dean's Scholarships of $3,000 are awarded to freshmen who demonstrate academic merit. Freshmen who have not been selected for Trustee Scholarships or President's Scholarships will automatically be considered for Dean's Scholarships upon admission to the University. Students whose admission applications are received by February 1 are preferred candidates for these awards.

Marshall Trustee Scholarships
National Merit Finalists who list Puget Sound as their first choice college with the National Merit Scholarship Corporation by February 1, and who are selected to receive a Trustee Scholarship, will be considered for the Marshall Trustee Scholarships. These scholarships increase the value of the Trustee to $11,000.

Washington Scholars
Residents of Washington who are designated as “Washington Scholars” by the program enacted by the Legislature are expected to receive up to $3,000 in scholarship funds from Washington state because of this designation.

Talent/Performance Scholarships
Scholarships are available in music, forensics, art, and theatre. 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 Scholarship Corporation (NMSC) on or before February 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 NMSC as soon as possible.

Approximately 15 to 20 new Merit Scholarships are expected to be awarded each year. Award values range from $750 to $2,000 and each award is renewable. Awards made in excess of $750 are based on financial need. For further information contact the Office of Financial Aid and Scholarships.

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

These scholarships are $4,000 each. Awards are renewable for three additional years, provided the recipient maintains a satisfactory academic record and a continued interest in the arts and humanities. The application deadline is March 1. Contact the Office of Financial Aid and Scholarships for an application.
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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 $2,000 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. The application deadline is March 1.

For more information, contact the Office of Financial Aid and Scholarships.

Religious Leadership Awards
The University of Puget Sound will award as many as ten scholarships in amounts ranging from $1,000 to $4,000 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 $1,000 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 March 1. Contact the Office of Financial Aid and Scholarships for application procedures.

Cyrus Ames Wright Scholarship
Scholarships ranging from $5,000 to full tuition will be awarded to three or more University of Puget Sound students who exhibit a sincere interest in pursuing a career in the ministry. To compete for this scholarship an applicant must be determined worthy and needy, must be enrolled at the University of Puget Sound as a full-time undergraduate student and must have junior or senior standing during the academic year that the scholarship is received.

Business Leadership Scholarships
Several scholarships will be awarded to incoming freshmen and transfer students who have been accepted into the Business Leadership Program.

A special application is not required for scholarship consideration; however, a separate application is required for admission to the Business Leadership Program. Upon admission to the Program, students are then automatically considered for these scholarships.

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, 12013 South Park Ave., Tacoma, WA 98447, (206) 535-8740.

University of Puget Sound Leadership Awards
Four $2,500 scholarships, renewable for three additional years, are awarded to incoming freshmen. Recipients are selected on the basis of leadership abilities and academic merit. The deadline for application is March 1. Contact the Office of Financial Aid and Scholarships for an application.

Puget Sound Alumni Scholarship
One $2500 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.
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Keplinger-Turner Scholarship
One renewable $3,000 scholarship will be awarded to an incoming freshman who demonstrates high academic achievement as evidenced through grade point average, test scores and class rank.
A special application is not required. Students are automatically considered on the basis of information submitted in the admission process.

Bakke Scholars Program
This scholarship program is designed to assist Christian students who are very talented and financially needy. Members of an ethnic minority are especially encouraged to apply. Three renewable scholarships will be awarded each year to incoming freshmen and the amounts will range from half tuition to full tuition, depending upon the needs of each individual recipient.
These scholarships are awarded on the basis of high academic achievement as evidenced by grade point average and test scores. Additionally, students must exhibit leadership capabilities and experiences through school, community or church activities. The application deadline is March 1. Contact the Office of Financial Aid and Scholarships for an application.

General Academic Scholarships
The University offers a number of other academic awards to incoming freshmen on the basis of academic ability. These awards range from $1,000 to $2,000 and a special application is not required. Students are automatically considered on the basis of information submitted in the admission process.

Loans

Federal Parent Loan for Undergraduate Students (PLUS).
This loan is provided to parents of dependent undergraduate students by private lenders such as banks and credit unions.
Parents may apply for up to the full cost of education (tuition, fees, room and board, books and supplies, transportation, and personal expenses) minus financial assistance the student has been awarded for the year. Borrowers are charged a variable interest rate, determined once per year, not to exceed 9 percent. A 3 percent loan origination fee and a 1 percent guarantee fee will also be charged. Repayment of principal and/or interest begins within 60 days of the disbursement of the loan funds unless the borrower is eligible for deferment. Borrowers who qualify for deferment may postpone loan principal payments. At the lender's option, borrowers may also make no interest payments while they are in deferment; however, accrued interest would be added to the principal balance (capitalized). The repayment period is up to ten years.

Unsubsidized Federal Stafford Loan
Students who do not qualify, in whole or in part, for a need-based Federal Stafford Loan may still apply for the Federal Stafford Loan program on an unsubsidized basis. This provides students with the flexibility to obtain a full Federal Stafford Loan with no payment of principal until six months after they graduate, or are no longer enrolled at least half-time. Under the unsubsidized program, the student is responsible for the payment of the interest on this loan, even during periods of enrollment. Interest would be paid on either a monthly or quarterly basis, or, in agreement with the student's lender, could be added to the principal of the loan (capitalized). Interest will be a variable rate, determined once per year, not to exceed 8.25 percent.
Independent undergraduate students may be eligible to apply annually up to an additional $4,000 for their freshman and sophomore years, increasing to a maximum of $5,000 for their third year and beyond undergraduate study.

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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 the cost of education 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 University's Student Employment Office is a resource center for students seeking part-time, temporary, and summer jobs on campus or in the local community. Job opportunities are posted daily on the job board. Other resources, including transit information, maps and classified ads from the local newspaper, are also available. The office is located at 3211 North 15th.

Veterans Aid
Programs offered by the University of Puget Sound have been approved by the Washington State Approving Agency. 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 Veterans 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 Veterans 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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Assistant Director of Admission, Caroline Mueller
Associate Director of Financial Aid and Scholarships, Laurie Styve
Assistant Director of Financial Aid and Scholarships, Rebecca Thompson
Assistant Director of Financial Aid and Scholarships, Kathleen Campbell
Director of Scholarships, Marie Hallam
Director of Student Employment, Kim Smith
Coordinator of Off-Campus Employment, Nancy Jennens
Acree, Nancy: Mathematics and Computer Science
BS, Central Washington University, 1978
MS, Montana State University, 1981

Alward, Lois: Philosophy
BA, University of Puget Sound
MA, PhD, University of North Carolina-Chapel Hill, 1987, 1997

Anderson-Connolly, Richard: Comparative Sociology
BA, University of Puget Sound, 1990
MS, University of Wisconsin-Madison, 1993

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

Ariessohn, Florence: Foreign Languages and Literature
BA, University of California-Berkeley, 1969
MA, University of Washington, 1989

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 Wilson: History/Albertson Professor
BA, Muskingum College, 1961
MA, PhD, Harvard University, 1963, 1973

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

Bartanen, Kristine: Communication and Theatre Arts/Associate Dean
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

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

Benard, Elisabeth: Asian Studies/Pacific Rim Director

Berg, Barbara: Biology
BS, University of Massachusetts, Amherst, 1986
PhD, Cornell University, 1991

Bienbaum, Michele: English
BA, California State University, Sacramento, 1986
MA, University of Washington, 1988
PhD, University of Washington 1992

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

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

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

Brodey, Inger: English
BA, The Colorado College, 1987
MA, PhD, University of Chicago, 1991, 1993

Bruce, Heather: Education
BA, Principia College, 1975
EdM, Harvard University, 1978
PhD, University of Utah, 1997

Butcher, Alva: Director, Business and Public Administration
BS, Seattle University, 1964
MA, Columbia University, 1966
MBA, PhD, University of Washington, 1983, 1992

Campbell, Nelly Mognard: Research Professor of Geology
MS, PhD, Université Paul Sabatier, 1971, 1982.
Faculty

Cannon, Douglas: Philosophy  
BA, Harvard University, 1973  
PhD, Massachusetts Institute of Technology, 1982

Clark, Kenneth: Geology  
BS, Central Washington University, 1984  
MS, Western Washington University, 1988

Claus-McGahan, Wilhelmina: Mathematics and Computer Science  
BA, Dartmouth College, 1983  
MA, University of California-Santa Barbara, 1984  
PhD, University of Texas-Austin, 1991

Clayson, Shelby: Physical Therapy  
BS, University of Minnesota, 1960  
MS, University of Colorado, 1966

Clifford, H. James: Physics/Albertson Professor  
BS, PhD, University of New Mexico, 1963, 1970

Conner, Beverly: English  
BA, University of Puget Sound, 1978  
MA, University of Washington, 1986

Conney, Terry: History/Academic Vice President and Dean of the University  
BA, Harvard College, 1970  
MA, PhD, State University of New York-Stony Brook, 1971, 1976

Corum, Daniel: Communication/Theatre Arts  
BA, George Fox College, 1983  
MA, University of California-Davis, 1985

Cousens, Francis: English  
BA, California State University-Los Angeles, 1956  
MA, California State University-Northridge, 1963  
PhD, University of Southern California, 1968

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

DeGraauw, Edward: Biology  
BS, Portland State University, 1990

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

Deters, Joseph: Foreign Languages and Literature  
BA, University of Idaho, 1960  
MA, University of Arizona, 1992

Dickson, John: Roger Chair/Business and Public Administration; Director of Business Leadership Program  
BA, Colorado College, 1965  
MBA, Indiana University, 1967  
PhD, University of Oregon, 1974

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

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

Edwards, Douglas: Religion  
BS, University of Nebraska, 1972  
MDiv, 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  
MEd, University of Washington, 1994

Elliot, Gregory: Physics  
BS, BA, University of California-Santa Barbara, 1980  
MS, PhD, University of California-San Diego, 1982, 1988

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

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

Fiegener, Mark: Business and Public Administration  
BA, University of California-Santa Barbara, 1977  
MBA, University of Washington, 1983  
PhD, Wharton School of Business, 1990
Fields, Karl: Politics and Government/Asian Studies Director
BA, Brigham Young University, 1983
MA, PhD, University of California-Berkeley, 1984, 1990

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

Fikes, Thomas: Psychology
BA, California State University-Fresno, 1987
PhD, University of California-Santa Barbara, 1993

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

Fitzhugh, Perry: Mathematics and Computer Science
BS, Widener University, 1990
MS, PhD, Dartmouth College, 1993, 1995

Foster, Robin: Psychology
BS, University of Michigan-Ann Arbor, 1981
PhD, University of Washington, 1992

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

Gast, Elizabeth: Education
BA, University of Oregon, 1974
MEd, University of Puget Sound, 1978

Goldstein, Barry: Geology
BA, Queens College-City University of New York, 1975
MS, PhD, University of Minnesota, 1980, 1985

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/History
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

Gulniet, 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

Hale, Connie: English
BA, University of Puget Sound, 1980
MA, PhD, University of Washington, 1983, 1992

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

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

Hannaford, Susan: Biology
BS, California Institute of Technology, 1987
PhD, University of Washington, 1993

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

Hansen, Paul: Physical Therapy
BS, California State University-Fresno, 1980
MS, PhD, University of Oregon, 1986, 1989

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

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

Holland, Suzanne: Religion
BA, Indiana University, Bloomington, 1978
MA, Louisville Presbyterian Seminary, 1991
PhD, Graduate Theological Union, 1997

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

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

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

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

Hulbert, Duane: Music
BM, MM, Juilliard School of Music, 1978, 1979
DMA, Manhattan School of Music, 1986

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

Huo, Paul: Business and Public Administration/Jewish Distinguished Professor
BS, National Taiwan University, 1977
MBA, National Chengchi University, 1979
PhD, University of California — Berkeley, 1987

Ibsen, Charles: Comparative Sociology
BA, University of Colorado, 1964
MA, 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, PhD, University of Oregon, 1985, 1990

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

Jasinski, James: Communication and Theatre Arts
BA, MA, Northern Illinois University, 1978, 1980
PhD, Northwestern University, 1986

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

Kay, Judith: Religion/Dean of Students
BA, Oberlin, 1973
MA, Pacific School of Religion, 1978
PhD, Graduate Theological Union, 1988

Kerrick, Jerrill: Mathematics and Computer Science
BA, MS, California State University-San Jose, 1962, 1967
PhD, Oregon State University, 1971

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

King, Jennice: Education
BA, Central Washington University, 1966
MA, University of Northern Colorado, 1977
MEd, University of Puget Sound, 1993

Kingston, Martyn: Comparative Sociology
BA, MA, Manchester University, England, 1979, 1981
MA, PhD, Harvard University, 1985, 1993

Kischner, Grace: Education
BA, Oberlin, 1970
MA, PhD, Emory, 1972, 1975

Kirkpatrick, H. Elizabeth: Biology
BS, University of Wisconsin-Madison, 1978
MS, University of Kentucky, 1982
PhD, University of Michigan, 1990

Kline, Christine: Education
BA, Mills College, 1967
MA, University of Pennsylvania, 1968
D.Ed, Rutgers, 1985

Knutsen, John: Business and Public Administration
BA, MA, University of Washington, 1961, 1964
DBA, University of Oregon, 1969

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

Kukolja, Sunil: Comparative Sociology
BA, St. Cloud State University, 1985
MA, Kansas State University, 1987
PhD, The American University, 1990

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Kuper, Glenn: Communication and Theatre Arts  
BA, University of Puget Sound, 1988  
MA, University of Washington, 1990

Lamb, Mary Rose: Biology  
BA, Reed, 1974  
MLS, State University of New York-Albany, 1975  
PhD, Indiana University, 1983

Lance, Martha: History  
AB, Mount Holyoke College, 1981  
MA, PhD, University of Pennsylvania, 1984, 1993

Lear, John: History  
BA, Harvard University, 1982  
MA, PhD, University of California-Berkeley, 1986, 1993

Linauts, Martins: Occupational Therapy  
BS, Albright College, 1972  
BS, Oakland University, 1986  
PhD, Ohio State University, 1977

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

Liu, Heping: Art  
BA, Guangzhou Institute of Foreign Languages, 1982  
MA, Southern Methodist University, 1988

Livingston, Lynda: Business and Public Administration  
BA, University of Texas at Austin, 1985  
MS, Texas A&M University, 1988  
PhD, University of Washington, 1996

Loeh, Paul: Philosophy  
BA, Cornell University, 1981  
PhD, University of California-Berkeley, 1991

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

Lownher, J. 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

Mace, Terrence: Biology  
BA, Carleton College, 1968  
MS, University of Minnesota, 1971  
PhD, University of Montana, 1981

Magnus, David: Phibbs Assistant Professor of Ethics and Science/Philosophy  
BA, University of California-Riverside, 1984  
PhD, Stanford University, 1989

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

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

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

McGruder, Juli Evans: Occupational Therapy  
BS, Indiana University, 1975  
MS, Indiana University-Indianapolis, 1979  
MA, University of Washington, 1994

Mehlhaff, Curtis: Chemistry  
BS, University of California-Berkeley, 1961  
PhD, University of Washington, 1965  
JD, University of Puget Sound, 1980

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

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

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

Moelker, Matthew: Physics  
BS, University of California-Irvine, 1981  
MA, PhD, Brown University, 1983, 1989

Moore, Sarah: Psychology  
BA, MA, PhD, Bowling Green State University, 1987, 1991, 1993
Faculty

Mussur, 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

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

Neff-Lippman, Julie: English/Director, Center for Writing and Learning  
BA, MA, Washington State University, 1967, 1971

Neshyba, Steven: Chemistry  
BA, Reed College, 1981  
PhD, Yale University, 1990

Norville, Elizabeth: Politics and Government  
BA, Whitman College, 1978  
PhD, University of California-Berkeley, 1992

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

O’Neil, Patrick: Politics and Government  
BA, University of Oregon, 1987  
PhD, Indiana University, Bloomington, 1994

Orchard, Samuel Walter: Chemistry  
BSc, MSc, University of Natal, SA, 1966, 1969  
PhD, Cambridge University, 1972

Orloff, Heidi: Physical Education  
BS, Baker University, 1983  
MS, PhD, University of Kansas, 1985, 1988

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

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

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

Perry, La 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

Pickard, Matthew: Mathematics and Computer Science  
BEd, University of Hawaii, 1980  
MFd, University of Puget Sound, 1992

Pierce, Susan Resneck: English/President  
AB, Wellesley College, 1965  
MA, University of Chicago, 1966  
PhD. University of Wisconsin-Madison, 1972

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

Pinzino, Jane Marie: Religion  
BA, Colgate University, 1981  
MDiv, Duke University, 1986  
PhD, University of Pennsylvania, 1996

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

Potz, David B.: History  
BA, Wesleyan University, 1960  
MA, PhD, Harvard University, 1961, 1967

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

Proehl, Geoffrey: Communication and Theatre Arts  
BS, George Fox College, 1973  
MFA, Wayne State University, 1977  
PhD, Stanford University, 1988

Puris, Eriks: Geology  
BS, University of Puget Sound, 1985  
PhD, University of Chicago, 1994

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

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

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

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

Riegsecker, John: Mathematics and Computer Science
BA, Gethen 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, Solveig: English
BA, Gustavus Adolphus College, 1983
MA, PhD, University of Chicago, 1987, 1994

Rocchi, Michel: Foreign Languages and Literature
BA, MA, University of Puget Sound, 1971, 1972
PhD, University of Washington, 1980

Rodgers, Steven: Foreign Languages and Literature
BA, University of Oregon, 1979
Diplôme Supérieur d'Etudes Françaises, Université de Poitiers, 1980
MA, University of Oregon, 1982

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

Sable, Karin: Economics
BA, University of California at Davis, 1987
MA, Colorado State University, 1994

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

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

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

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

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

Sheare, 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

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

Sloane, Sarah: English
BA, Middlebury College, 1979
MFA, University of Massachusets-Amherst, 1987
MA, Carnegie Mellon University, 1988
PhD, Ohio State University, 1991

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

Smithers, Stuart: Religion
BA, San Francisco State University, 1960
MA, MPhil, PhD, Columbia University, 1984, 1985, 1992

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
PhD, University of Minnesota, 1991

Stambuk, Tanya: School of Music
BM, MM, Juilliard School, 1982, 1983
DMA, Rutgers University, 1994
Faculty

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

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

Stewart, Katherine B.: Director, Occupational Therapy
BS, San Jose State University, 1971
MS, University of Washington, 1985

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

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

Sugimomo, Michael: Foreign Languages and Literature
BA, University of Minnesota, 1987
MA, Cornell University, 1989

Swinth, Yvonne: Occupational Therapy
BS, University of Puget Sound, 1984
MS, University of Washington, 1991

Tassino, Joyce: Biology
RS, University of Puget Sound, 1978
PhD, University of California-San Diego, 1985

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

Tatarka, Mary: Physical Therapy
RS, Saint Louis University, 1971
MS, University of Washington, 1990

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

Taylor, Marianne: Psychology
AB, Smith College, 1986
PhD, University of Michigan, 1993

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

Tierman, Ann: Occupational Therapy
BS, San Jose State University, 1980
MS, Boston University, 1990

Tindley, David: Foreign Languages and Literature
BA, Colorado College, 1976
MA, University of North Carolina-Chapel Hill, 1979
MA, PhD, Princeton University, 1982, 1985

Tjardes, Susan: Communication/Theatre Arts
BA, MA, Colorado State University, 1983, 1986
PhD University of Iowa, 1996

Tomlin, George: Occupational Therapy
BS, Massachusetts Institute of Technology, 1972
MA, Boston University, 1979
MS, University of Puget Sound, 1983
PhD, University of Washington, 1996

Tullis, Alexa: Biology
PhD, University of Chicago, 1994

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

Valentine, Michael: Geology
BS, State University of New York-Albany, 1975
MS, PhD, University of Massachusetts, 1985, 1990

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

Vélez-Quisiones, Harry: Foreign Languages and Literature
BA, Washington University, 1982
MA, PhD, Harvard University, 1983, 1990

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

Wadsworth, Katherine: Psychology
BA, University of California at Santa Cruz, 1988
MA, PhD, University of Michigan, 1992, 1995

Warning, Matthew: Economics
BS, Auburn University, 1983
MS, University of California at Davis, 1988

Warwick, Jacquelyn: School of Business and Public Administration
BA, University of Puget Sound, 1984
MBA, PhD, Texas A&M University, 1987, 1993

Weinman, Melissa: Art
BA, Bowdoin College, 1982
MFA, University of Southern California, 1984

Weisz, Carolyn: Psychology
BA, Stanford, 1987
MA, PhD, Princeton, 1989, 1992

Weko, Thomas: Politics and Government
BA, Pennsylvania State University, 1980
PhD, University of Minnesota, 1991

Weldin, Scott: Director of Theatre/Artist-in-Residence, Communication and Theatre Arts
BA, MA, Michigan State University, 1967, 1968
MFA, University of Washington, 1979

Wells, W. Thomas: Physical Education
BS, University of Minnesota Duluth, 1971
MS, PED, Indiana University, 1973, 1981

Williams, Wade: English
BA, Saint John's University, 1987
MA, University of Oklahoma—Norman, 1992

Wilson, Roberta: Physical Education
BS, MS, University of California-Los Angeles, 1970, 1973
PhD, University of Southern California, 1988

Winberger, Peter: Biology
BA, University of Washington, 1982
PhD, Cornell University, 1991

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

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

Woodward, John: Education
BA, Pomona College, 1973
MA, PhD, University of Oregon, 1977, 1985

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

Emeriti

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

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

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

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

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

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

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

Chandler, Lynnette: Physical Therapy
BS, Simmons College, 1961
BA, MEd, PhD, University of Washington, 1967, 1974, 1983

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

Combs, Ernest: Economics
BA, Washington State University, 1953
MILR, Cornell University, 1955
PhD, University of Washington, 1971
### Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Program</th>
<th>Institution</th>
<th>Year(s)</th>
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<tr>
<td>Corkrum, Ralph</td>
<td>English</td>
<td>BA, MA, Washington State University</td>
<td>1951, 1953</td>
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<tr>
<td>Danes, Zdenko F</td>
<td>Physics</td>
<td>BS, PhD, Charles University, Prague</td>
<td>1947, 1949</td>
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<tr>
<td>Davis, Thomas A</td>
<td>Mathematics and Computer Science/Dean</td>
<td>BA, Denison University</td>
<td>1956</td>
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<td></td>
<td></td>
<td>MS, University of Michigan</td>
<td>1957</td>
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<td>PhD, Cambridge University</td>
<td>1963</td>
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<tr>
<td>Duncan, Donald</td>
<td>Physical Education</td>
<td>BA, Washington State University</td>
<td>1951</td>
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<td></td>
<td>MS, University of Washington</td>
<td>1969</td>
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<tr>
<td>Gibbs, E. Delman</td>
<td>Education</td>
<td>AB, Huron College</td>
<td>1933</td>
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<td></td>
<td></td>
<td>AM, University of South Dakota</td>
<td>1938</td>
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<td>BS, Dakota Wesleyan University</td>
<td>1942</td>
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<td>PhD, University of Chicago</td>
<td>1950</td>
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<tr>
<td>Green, Annabel Lee</td>
<td>Education</td>
<td>BS, Kansas City Teachers College</td>
<td>1935</td>
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<td>MA, Northwestern University</td>
<td>1941</td>
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<td>1966</td>
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<td>Gunter, Craig</td>
<td>Politics and Government</td>
<td>BA, University of Illinois</td>
<td>1943</td>
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<td>MS, MS, University of Wisconsin</td>
<td>1948, 1957</td>
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<td>EdD, Washington State University</td>
<td>1964</td>
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<td>Gurza, Esperanza</td>
<td>Foreign Languages and Literature</td>
<td>BA, University of Puget Sound</td>
<td>1961</td>
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<td>MA, University of Oregon</td>
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<td>PhD, University of California, Riverside</td>
<td>1974</td>
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<tr>
<td>Hansen, Edward</td>
<td>Music</td>
<td>BA, MA, PhD, University of Washington</td>
<td>1950, 1952, 1965</td>
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<td>Hazley, Richard</td>
<td>Psychology</td>
<td>BS, Lewis and Clark College</td>
<td>1950</td>
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<td>MA, PhD, University of Denver</td>
<td>1952, 1954</td>
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<td>Heinigkrotter, Norman</td>
<td>Education</td>
<td>BA, New York State University</td>
<td>1952</td>
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<td>MA, Columbia University</td>
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<td>1968</td>
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<td>Heinrick, John</td>
<td>Physical Education</td>
<td>BA, University of Washington</td>
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<td>MA, Seattle University</td>
<td>1952</td>
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<tr>
<td>Heppe, Paul</td>
<td>Politics and Government</td>
<td>BA, MA, PhD, University of Wisconsin</td>
<td>1939, 1948, 1956</td>
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<tr>
<td>Herlinger, Ilene</td>
<td>Music</td>
<td>BA, Michigan State University</td>
<td>1955</td>
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<td>MM, University of Michigan</td>
<td>1956</td>
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<td>Hodges, Richard</td>
<td>Education</td>
<td>BEd, Oregon State University</td>
<td>1952</td>
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<td>BS, MS, Oregon College of Education</td>
<td>1953, 1958</td>
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<td>EdD, Stanford University</td>
<td>1964</td>
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<tr>
<td>Holm, Margo</td>
<td>Occupational Therapy, OTR</td>
<td>BS, University of Minnesota</td>
<td>1968</td>
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<td></td>
<td></td>
<td>Med, Pacific Lutheran University</td>
<td>1978</td>
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<td></td>
<td>PhD, University of Nebraska-Lincoln</td>
<td>1980</td>
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<tr>
<td>Hostetter, Robert</td>
<td>Education</td>
<td>BA, MA, Central Washington University</td>
<td>1959, 1963</td>
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<td></td>
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<td>EdD, University of Oregon</td>
<td>1969</td>
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<tr>
<td>Hoyt, Milton</td>
<td>Education</td>
<td>BS, MS, University of Utah</td>
<td>1948, 1953</td>
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<td></td>
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<td>EdD, University of Colorado</td>
<td>1967</td>
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<tr>
<td>Hruza, Franklyn</td>
<td>Business and Public Administration</td>
<td>BS, California State Polytechnic University</td>
<td>1958</td>
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<td>PhD, University of Washington</td>
<td>1972</td>
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<tr>
<td>Karlstrom, Ernest</td>
<td>Biology</td>
<td>BA, Augustana College</td>
<td>1949</td>
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<td></td>
<td>MS, University of Washington</td>
<td>1952</td>
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<td></td>
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<td>PhD, University of California, Berkeley</td>
<td>1956</td>
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<tr>
<td>Knohl, Dorothy</td>
<td>Business and Public Administration</td>
<td>BS, Purdue University</td>
<td>1952</td>
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<td></td>
<td></td>
<td>MBA, PhD, The Ohio State University</td>
<td>1975, 1978</td>
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<tr>
<td>Lantz, John</td>
<td>Mathematics and Computer Science</td>
<td>BS, University of Puget Sound</td>
<td>1946</td>
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<tr>
<td></td>
<td></td>
<td>MA, University of Washington</td>
<td>1955</td>
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<tr>
<td>Martin, Jacqueline</td>
<td>Foreign Languages and Literature</td>
<td>BA, University of Washington</td>
<td>1944</td>
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<td></td>
<td></td>
<td>MA, Boston University</td>
<td>1952</td>
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<td></td>
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<td>PhD, University of Oregon</td>
<td>1966</td>
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<tr>
<td>Mayes, Peggy</td>
<td>Art</td>
<td>RAE, University of Arkansas</td>
<td>1933</td>
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<td></td>
<td></td>
<td>MFA, University of Puget Sound</td>
<td>1963</td>
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<td>McDonell, Frances</td>
<td>Physical Education</td>
<td>BA, University of Puget Sound</td>
<td>1940</td>
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<tr>
<td>Morris, James</td>
<td>Business and Public Administration</td>
<td>BA, MBA, Stanford University</td>
<td>1940, 1947</td>
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<tr>
<td>Myles, Margaret</td>
<td>Music</td>
<td>Chicago Music Conservatory</td>
<td>1946</td>
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<tr>
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<td>LaForge Studio</td>
<td>1942, 1950</td>
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</tbody>
</table>
Faculty

Nelson, Martin: Physics
BS, University of Puget Sound, 1937
MS, University of Hawaii, 1939
PhD, Ohio State University, 1942

Onley, Alma: Music
BS, MM, Eastman School of Music, 1931, 1933
DSM, Union Theological Seminary, 1963

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

Patterson, Dorothy: Music
BA, Western Washington State College
MA, University of Puget Sound, 1957

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

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

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

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

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

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

Sindtton, Joseph: 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

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, LID, 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

Vogel, Robert: Art
BA, MFA, University of Iowa, 1962, 1971

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

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

Zech, Donald: Physical Education
BA, University of Notre Dame, 1954
MS, Washington State University, 1955
Calendar 1997-1998

Fall Semester 1997

August 15 Friday Open registration for Fall closes
August 15 Friday Validation Deadline, by mail or in person
August 22 Friday Residential Facilities Open for Freshmen, 10:00 am
August 22 Friday Food Service for Residence Hall Students Opens, 11:00 am
Aug 23-31 Sat-Sun Orientation Week
August 30 Saturday Union Avenue Food Service Opens, 11:00 am: Brunch
August 30 Saturday Residential Facilities Open for All Students, 10:00 am
August 30 Saturday Greek Chapters Open for Continuing Students, 10:00 am
September 1 Monday Last Day to Drop with 100% Refund
September 1 Monday Labor Day (No classes)
September 2 Tuesday Classes Begin
September 2 Tuesday Late Registration, until 7:00 pm
September 4 Thursday Add/Drop Begins, 8:30 am
September 9 Tuesday Last Day to Add Classes, 4:30 pm
September 10 Wednesday Registration for Audit Classes
September 12 Friday Application for May/August/December, 1998 Graduation
September 12 Friday Last Day to Drop with 80% Refund
September 15 Monday Last Day to Drop Without Record, 4:30 pm
September 19 Friday Last Day to Drop with 60% Refund
September 26 Friday Last Day to Drop with 40% Refund
September 29 Monday Last Day to Withdraw With An Automatic "W"
October 3 Friday Last Day to Drop with 20% Refund
October 17 Friday Incomplete Spring/Summer Work Due to Instructor
October 17 Friday Mid-Term
October 20 Monday Fall Break (No Classes)
October 22 Wednesday Mid-Term Grades Due, Noon
Nov 14-21 Fri-Fri Registration for Spring Term
November 26 Wednesday Food Service Closes, 6:00 pm
Nov 27-30 Thurs-Sun Thanksgiving Holiday (Residential Facilities Remain Open)
November 30 Sunday Food Service Opens, 6:00 pm
December 1 Monday Open Registration for Spring Begins (Continuing Students & Transfers)
December 10 Wednesday Last Day of Classes
Dec 11-14 Thu-Sun Reading Period (No Classes)
Dec 15-19 Mon-Fri Final Examinations
December 19 Friday Food Service Closes for Residence Hall Students, 6:00 pm
December 20 Saturday All Residential Facilities Close, 12:00 noon
December 29 Monday Final Grades Due, 12:00 Noon
January 5 Monday Probation/dismissal meeting for Fall 1996, 2:00 pm

Spring Semester 1998

January 9 Friday Validation deadline, by mail or in person
January 9 Friday Registration for Spring classes, 4:30 pm
January 14 Wednesday Greek Chapters Open for Members, 10:00 am;
January 14 Wednesday Union Avenue Food Service Opens, 11:00 am
January 17 Saturday Food Service Opens for Rushes, 10:00 am
January 17 Saturday Residential Facilities Open for all Students 10:00 am
January 18 Sunday Food Service Opens for Residence Hall Students, 6:00 pm
January 19 Monday Martin Luther King Jr. Birthday (No Classes)
January 15 Monday Last Date to Drop with 100% Refund
January 20 Tuesday Classes Begin
January 20 Tuesday Late Registration, until 7:00 pm
January 22 Thursday Add/Drop Begins, 8:30 am
January 27 Tuesday Last Day to Add a Class, 4:30 pm
January 27 Tuesday Last Day to Exercise P/F Option, 4:30 pm
January 28 Wednesday Registration for Audit Courses, 8:30 pm
January 30  Friday  Last Day to Drop with 80% Refund
February 2  Monday  Last Day to Drop Without Record, 4:30 pm
February 6  Friday  Last Day to Drop with 60% Refund
February 13  Friday  Last Day to Drop with 40% Refund
February 16  Monday  Last Day to Withdraw with an Automatic "W"
February 20  Friday  Last Day to Drop with 20% Refund
March 13  Friday  Incomplete Fall Work Due to Instructor
March 13  Friday  Mid-Term
March 13  Friday  Last Day to Drop with an Automatic "W"
March 16-20  Monday-Friday  Spring Recess (Residential Facilities Remain Open)
March 22  Sunday  Food Service Open for Residence Hall Students, 4:00 pm
March 23  Monday  Classes Resume
March 23  Monday  Mid-Term Grades Due, noon
April 6-10  Monday-Friday  Registration for Fall Term
April 13  Monday  Early Registration for Summer Begins
April 20  Monday  Open Registration for Fall Begins (Continuing Students and Transfers)
May 6  Wednesday  Last Day of Classes
May 7-10  Thursday-Sunday  Reading Period (No Classes)
May 11-15  Monday-Friday  Final Examinations
May 15  Friday  Food Service Closes for Residence Hall Students, 6:00 pm
May 16  Saturday  Baccalaureate, 10 am
May 16  Saturday  Residential Facilities Close for non-graduating students, 12:00 noon
May 17  Sunday  Commencement, 2 pm
May 18  Monday  Residential Facilities Close for Graduating Seniors, 12:00 noon.
May 27  Wednesday  Final Grades Due, 12:00 noon
June 3  Wednesday  Probation/dismissal meeting for Spring 1997, 9:00 am

Summer Session 1998

May 18  Monday  Term I Begins
May 25  Monday  Memorial Day (No Classes)
June 26  Friday  Term I Ends
June 29  Monday  Term II Begins
July 3  Friday  Independence Day Holiday (No Classes)
August 7  Friday  Term II Ends

School of Education

June 22  Monday  Term A (MAT) Begins
June 22  Monday  Term B (MEd) Begins
July 3  Friday  Independence Day Holiday (No Classes)
July 17  Friday  Term B Ends
July 20  Monday  Term C (MEd) Begins
August 14  Friday  Term A Ends
August 14  Friday  Term C Ends
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Telephone Directory

The address of the University of Puget Sound is:

University of Puget Sound
1500 North Warner
Tacoma, WA 98416 USA

Telephone: 253-756-3100
Facsimile: 253-756-3500

Listed below are offices to which inquiries of various types may be directed:

Academic Vice President and Dean ............................................. 253-756-3205
Admission ................................................................. 253-756-3211
Academic Advising ........................................................... 253-756-3250
Alumni Relations ............................................................... 253-756-3245
Associated Students ......................................................... 253-756-3600
Career Services .............................................................. 253-756-3251
Catalogs ................................................................. 253-756-3211
Center for Writing and Learning ....................................... 253-756-3395
Continuing Education .................................................. 253-756-3306
Curriculum .............................................................. 253-756-3207
Financial Aid and Scholarships ....................................... 253-756-3214
Information Systems ...................................................... 253-756-3338
International Students ................................................... 253-756-3652
Library .............................................................. 253-756-3669
President's Office ......................................................... 253-756-3201
Public Relations/News ................................................... 253-756-3148
Registration ........................................................... 253-756-3217
Residential Programs ...................................................... 253-756-3317
Student Affairs Division .................................................. 253-756-3360
Study Abroad .............................................................. 253-756-3652
Summer Session ........................................................... 253-756-3207
Transcripts/Evaluations ................................................... 253-756-3219
Transcripts/Records .................................................... 253-756-1301
Tuition/Fees/Payment of Bills .......................................... 253-756-3221
University Relations ..................................................... 253-756-1403

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