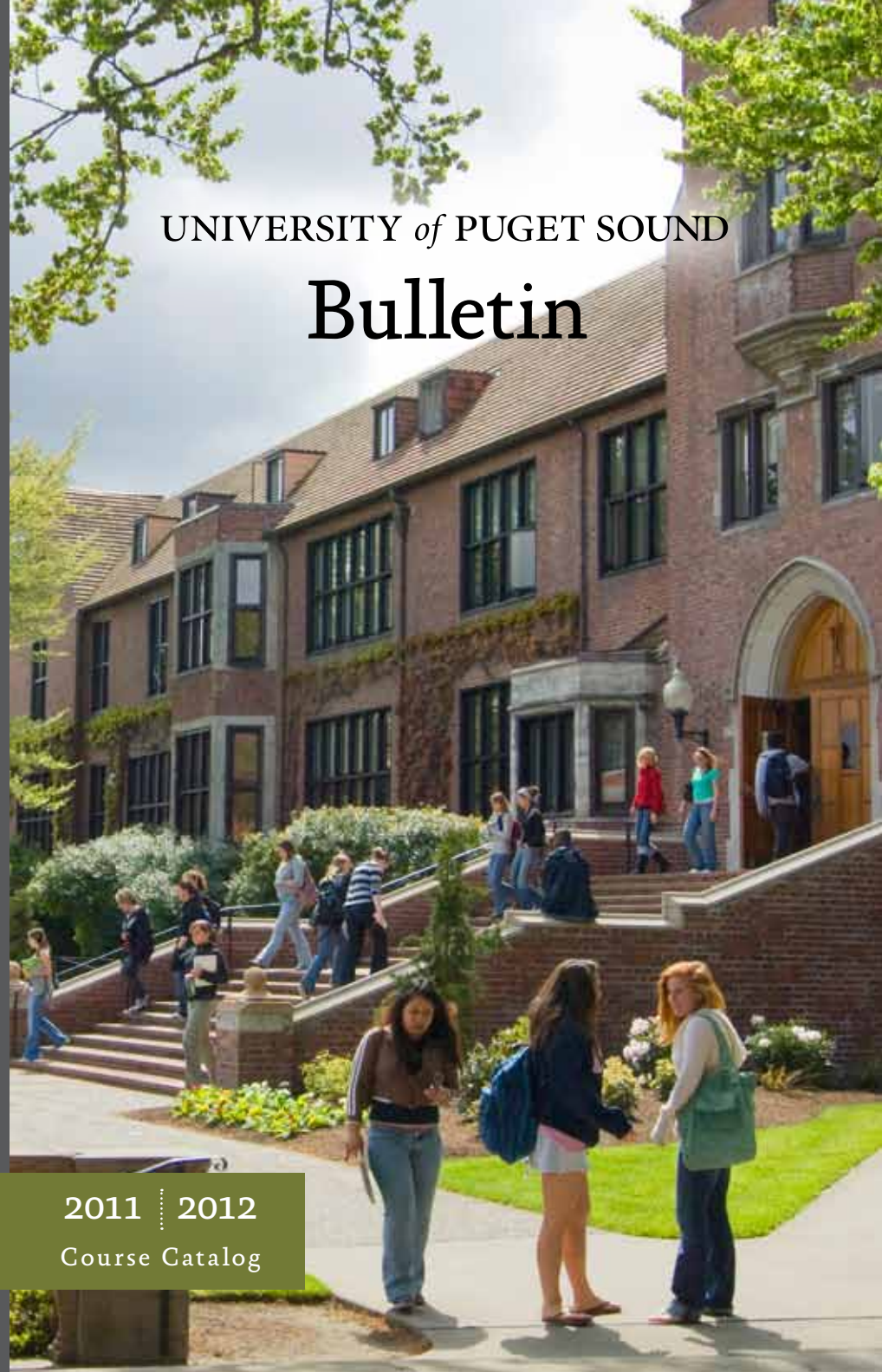




University of Puget Sound Bulletin



UNIVERSITY *of* PUGET SOUND

# Bulletin

11 ..... 12

2011 ..... 2012  
Course Catalog

## University Accreditation and Memberships

The University of Puget Sound is accredited by the Northwest Commission on Colleges and Universities, an institutional accrediting body recognized by the United States Department of Education and by the Council for Higher Education Accreditation. The commission may be contacted at the following address:

Northwest Commission on Colleges and Universities  
8060 165th Avenue NE, Suite 100  
Redmond, WA 98052-3981

In addition to institutional accreditation from the Northwest Commission on Colleges and Universities, 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 Washington State Office of the Superintendent of Public Instruction

Music by the National Association of Schools of Music

Occupational Therapy by the Accreditation Council for Occupational Therapy Education

Physical Therapy by the Commission on Accreditation for Physical Therapy Education

Enrolled or prospective students wishing to review documents describing the university's accreditation may do so in the Associate Deans' Office, Jones 212.

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## Diversity Statement

### We Acknowledge

- the richness of commonalities and differences we share as a university community.
- the intrinsic worth of all who work and study here.
- that education is enhanced by investigation of and reflection upon multiple perspectives.

### We Aspire

- to create respect for and appreciation of all persons as a key characteristic of our campus community.
- to increase the diversity of all parts of our university community through commitment to diversity in our recruitment and retention efforts.
- to foster a spirit of openness to active engagement among all members of our campus community.

### We Act

- to achieve an environment that welcomes and supports diversity.
- to ensure full educational opportunity for all who teach and learn here.
- to prepare effectively citizen-leaders for a pluralistic world.

## Equal Opportunity Statement

University of Puget Sound does not discriminate in education or employment on the basis of sex, race, color, national origin, religion, creed, age, disability, marital or familial status, sexual orientation, veteran or military status, gender identity, or any other basis prohibited by local, state, or federal laws. This policy complies with the spirit and the letter of applicable federal, state, and local laws, including Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. Questions about the policy may be referred to the university's affirmative action officer (253.879.3991) or the Office of Civil Rights, Department of Education, Washington, D.C., 20202.

UNIVERSITY *of* PUGET SOUND

## 2011–2012 Bulletin

The information contained in this *Bulletin* is current as of June 2011. Changes may be made at any time. Consult the university website for the most up-to-date information.

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## About the University of Puget Sound

Established in 1888, University of Puget Sound is a 2,600-student independent national undergraduate liberal arts college in Tacoma, Washington, drawing students from 50 states and 11 countries. Puget Sound graduates include Rhodes and Fulbright scholars, notables in the arts and culture, entrepreneurs and elected officials, and leaders in business and finance locally and throughout the world. A low student-faculty ratio provides Puget Sound students with personal attention from a faculty with a strong commitment to teaching where 1,200 courses are offered each year in more than 50 traditional and interdisciplinary areas of study. Puget Sound is the only nationally ranked independent undergraduate liberal arts college in Western Washington, and one of just five independent colleges in the Northwest granted a charter by Phi Beta Kappa, the nation's most prestigious academic honor society. Founded by what is now the United Methodist Church, Puget Sound maintains an historical affiliation with the church but is governed today by a wholly independent Board of Trustees.

The university's primary goal is to provide an outstanding liberal arts education. The undergraduate academic program is based on a core curriculum for all students and includes a wide selection of majors in the liberal arts. (A complete listing of degrees offered is on page 57.) The university also provides distinctive graduate programs in education, occupational therapy, and physical therapy.

## Mission

The mission of the university is to develop in its students capacities for critical analysis, aesthetic appreciation, sound judgment, and apt expression that will sustain a lifetime of intellectual curiosity, active inquiry, and reasoned independence. A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and integration of learning, preparing the university's graduates to meet the highest tests of democratic citizenship. Such an education seeks to liberate each person's fullest intellectual and human potential to assist in the unfolding of creative and useful lives.

## Faculty and Students

The faculty and Board of Trustees support a program committed to comprehensive liberal learning and academic excellence. The full-time faculty of approximately 225 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 promotes critical thinking. Students benefit from classes taught by committed faculty members who welcome students not only into their classrooms but also into the scholarly community of the campus. Faculty members maintain an active intellectual life that nourishes their own scholarly development and their work with students.

Puget Sound is large enough to offer the advantages of multiple perspectives, sophisticated technologies, and a rich array of programs, yet small enough to preserve a relaxed, friendly atmosphere. Students come to Puget Sound with diverse backgrounds and interests from nearly every state in the nation and from several foreign countries.

Puget Sound welcomes students, faculty, and staff of all religious faiths and racial and ethnic backgrounds. The limited size of the student body, the residential campus, and the commitment of the faculty to intensive, rigorous education create a highly engaging experience and strong sense of community.

## The Academic Program

Through its undergraduate core curriculum as well as its major and minor programs, the University of Puget Sound is committed to providing a liberal arts education of enduring value. Such an education enables students to adapt, to change careers, and to assume ever greater responsibilities as new opportunities arise. It also enables students to lead interesting and personally satisfying lives and prepares them to address effectively and constructively the challenges of a continually changing 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 the sense of power that comes with learning; (6) an understanding of the interrelationships among various fields of knowledge and the significance of one discipline to another; (7) an acknowledged set 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 fields of knowledge. The pursuit of new understanding by teachers and students who work across disciplinary lines enriches course offerings and research projects at Puget 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 courses.

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

<i>Majors</i>	<i>Minors</i>	<i>Core Curriculum Programs</i>	<i>Interdisciplinary Emphases</i>
Biochemistry	African American Studies	Honors	Asian Studies
International Political Economy	Environmental Policy and Decision Making	Humanities	Neuroscience
Molecular and Cellular Biology	Gender Studies		Global Development Studies
Natural Science	Humanities		
Science, Technology, and Society	Latin American Studies		
Special Interdisciplinary Major			

Several academic departments offer interdisciplinary majors as well, including Classics, Foreign Languages/International Affairs (Foreign Languages and Literature Department), the Business Leadership Program (School of Business and Leadership), a Music BA with Elective Studies in Business (School of Music), and a Computer Science/Business BS (Mathematics and Computer Science Department).

### Writing at Puget Sound

At Puget Sound, writing lies at the heart of a liberal arts education. From Prelude, a writing-intensive portion of the Puget Sound orientation program for first-year students, through abundant writing projects and opportunities throughout their careers (including a senior thesis in some majors), students are challenged to write expressively and cogently.

The university supports and encourages writing in all disciplines. Based on the premise that every writer needs a reader, the Center for Writing, Learning, and Teaching, staffed by faculty and peer writing advisors, assists students at every level in the writing process. Writing Excellence Awards recognize and reward outstanding writing in all disciplines. Faculty members receive curriculum development grants to work on sequencing and assigning writing in the major. In addition, faculty members attend workshops designed to help them facilitate students in their efforts to sharpen their writing skills.

Cocurricular activities offer additional vehicles by which students can develop as writers: tutoring in the Center for Writing, Learning, and Teaching; writing for *The Trail*, the student newspaper; working on *Tamawanas*, the yearbook; contributing to *Crosscurrents* (the campus literary magazine) or *Elements: The Scientific Magazine of the University of Puget Sound* (wholly student-conceived and produced biannually); and submitting their work to community publications and professional journals.

### Student Research at Puget Sound

The University of Puget Sound offers many opportunities for students to engage in research, whether in the natural sciences, social sciences, arts, or 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 common feature of a Puget Sound education. In these seminars, students typically research and write major papers and present their findings to their peers. Each year the campus community 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 is actively committed to thoughtful mentoring of the intellectual growth of students. The careful structuring of the major so that students 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, an array of first-rate scientific equipment, excellent library resources, and widespread access to information technology.

### Slater Museum of Natural History

The Slater Museum of Natural History is an internationally recognized research and teaching collection located in the university's Thompson Hall. The second largest natural history collection in Washington state, the museum features nearly 80,000 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, artists, and educators worldwide through exhibits, visits, educational programs, loans, and an extensive website.

### Study Abroad

Recognizing the importance of intercultural understanding in liberal education, the University of Puget Sound offers credit for a wide variety of study abroad programs. Students may choose to study abroad for a full academic year, a semester, or a summer, enrolling through Puget Sound-supported programs. Programs are offered in Africa, Asia, Oceania, Europe, and Central and South America. Every three years the University of Puget Sound also sponsors the Pacific Rim/Asia Study-Travel program, in 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

Puget Sound's campus features ivy-covered buildings of Tudor-Gothic architecture nestled among nearly 100 acres of native fir groves, emerald-green lawns, and lush landscaping. Located in Tacoma's quiet North End residential neighborhood, the university lies at the center of the Northwest's dynamic urban corridor that extends from Vancouver, British Columbia, to Portland, Oregon. The university enjoys proximity to arts and cultural events in Tacoma and nearby Seattle, as well as recreational opportunities afforded by the Puget Sound, Olympic Peninsula, and Mount Rainier.

## Cultural Life

The university has long been one of Tacoma's prominent educational and cultural centers providing the campus and local community with a wide array of student, faculty, and guest artist performances in music, theatre, and art. A listing of current campus events may be viewed on the university website, [www.pugetsound.edu/calendar](http://www.pugetsound.edu/calendar).

To supplement formal instruction, each year the university presents a number of lectures in which nationally recognized speakers are brought to campus to provoke meaningful dialogue on topics pertinent to our changing world. Lecture series include Brown and Haley Lectures, with new perspectives in the social sciences or humanities; Chism Lectures, with appearances by nationally recognized performers, artists, and scholars in the arts and humanities; Norton Clapp Visiting Artist Lectures, bringing notables of contemporary theatre to campus for workshops and presentations; Susan Resneck Pierce Lectures in Public Affairs and the Arts, hosting public intellectuals, writers, and artists of high recognition; and Swope Endowed Lectureships on Ethics, Religion, Faith, and Values, in which leading thinkers promote discussion and inquiry into matters of contemporary spirituality, ethics, and world religions.

The Puget Sound region is rich in cultural, social, and educational opportunities. Our location in a vibrant metropolitan area places our students in proximity to the Pacific Rim, providing opportunities to explore diverse cultures. Moreover, the university's location encourages engagement with a wider educational and artistic community through events in downtown Tacoma, Seattle, and Olympia.

### Theatre Arts Season

The Department of Theatre Arts offers several dramatic performances each year: A faculty-directed production takes stage each semester in the Norton Clapp Theatre, along with student-directed one-acts in late fall and the Senior Theatre Festival in April. Past faculty-directed plays have included *Skin of Our Teeth*, *Uncle Vanya*, *Anything Goes*, *The New Orleans Monologues*, *A Midsummer Night's Dream*, *Tartuffe*, *The Cripple of Inishmaan*, *Angels in America*, and *Romeo and Juliet*. Senior students have directed and designed such plays as *The Pillowman*, *Death and the Maiden*, *Peter Pan*, *Secret in the Wings*, *All My Sons*, *Big Love*, *Top Girls*, *Richard III*, *The Glory of Living*, and *Mort* as part of the Senior Theatre Festival. The Matthew Norton Clapp Endowment for Visiting Artists brings outstanding contemporary theatre makers to campus for workshops and presentations. Past guest artists have included Bill T. Jones, Guillermo Gomez-Peña, Godfrey Hamilton and Mark Pinkosh, Holly Hughes, Steven Deitz, Russell Davis, and C. Rosalind Bell, as well as Pulitzer Prize winners Edward Albee and Robert Schenkkan. Theatre Arts encourages all university students, regardless of major, to participate

in all aspects of theatrical production, both onstage and behind the scenes. Functioning independently of the Theatre Arts department, ASUPS Student Theatre Productions and other campus groups present an exciting variety of theatre throughout the year in the remodeled Rausch Auditorium and other campus venues.

### The School of Music

The School of Music enriches the cultural life of the campus and community through performances, recitals, workshops, festivals, master classes, and colloquia given by faculty members, students, university ensembles, and guest artists. The Jacobsen Series offers solo and chamber music recitals performed by School of Music faculty members, alumni, and guest artists. Master classes are presented throughout the school year by visiting artists. Performing ensembles include Symphony Orchestra, String Orchestra, Wind Ensemble, Concert Band, Jazz Band, Adelphian Concert Choir, Voci d'Amici, Chorale, Dorian Singers, Opera Theatre, and classical as well as jazz chamber music groups. Performance venues include the 500-seat Schneebeck Concert Hall, Kilworth Memorial Chapel, Trimble Hall Forum, and Rasmussen Rotunda in Wheelock Student Center. Membership in student ensembles, both auditioned and non-auditioned, is open to all students, regardless of major.

### Kittredge Gallery

Kittredge Gallery displays contemporary art by national, international, and regional artists working in a variety of disciplines and media. Exhibits are accompanied by visiting artist lectures and workshops. Kittredge Gallery serves as a valuable teaching tool and shows are curated to support courses taught in the studio and art history programs as well as the liberal arts curriculum of the university. Two student shows are scheduled in Kittredge Gallery every year. In addition, the mini-galleries in Jones Hall serve as ongoing venues for showcasing student art. Kittredge Gallery is open Monday through Saturday from September through mid-May.

## Learning Beyond the Classroom

Learning beyond the classroom is an important component of a residential college experience. Puget Sound is a community in which each student's education is enriched by many opportunities to extend and supplement in-class learning through such activities as attending plays and concerts, joining student clubs, participating in intramural or intercollegiate athletic teams, leading residence hall or residence community groups, volunteering in Tacoma and Pierce County, participating in sustainability efforts, or working on research through the Civic Scholarship Initiative. In these and similar settings, students develop empathy while navigating differences, learn to be a productive member of a team, and forge new friendships in the process.

Some campus activities are clear extensions of the curriculum: Puget Sound students may participate in cocurricular enhancements such as Residential Seminars (including one in the Humanities Program), living in the Foreign Languages and Cultures House, participating in Inside Theatre Productions, competing in intercollegiate forensics tournaments, producing student publications or radio broadcasts, or performing with campus arts groups.

Students can explore the greater Puget Sound region through the campus organization Puget Sound Outdoors, which offers snowboarding, sea kayaking, rock climbing, and hiking excursions as well as outdoor leadership and wilderness first aid courses. The Alternative Break programs give students a chance to do volunteer work and explore social justice issues during fall and spring breaks. Similarly, the Film and Theatre Society provides access to cultural events in the area. There are also residence hall-based excursions for students. Students participate in and attend lectures, cultural events, films, dances, and athletic events.

Students can choose to participate in student governance through the Associated Students of the University of Puget Sound, the residence hall associations, leadership of fraternities and sororities, membership in departmental or cocurricular clubs, organization of theme-living groups, or by serving on university committees.

Our mission statement says, in part, “A Puget Sound education, both academic and cocurricular, encourages a rich knowledge of self and others; an appreciation of commonality and difference; the full, open, and civil discussion of ideas; thoughtful moral discourse; and the integration of learning, preparing the university’s graduates to meet the highest tests of democratic citizenship.” In keeping with those goals, our campus places a high value on multiculturalism and support for diversity, and provides students with a range of cocurricular opportunities to connect within and across lines of ethnicity, sexuality, religion, and identity.

Other features of campus life are less structured but also contribute significantly to learning beyond the classroom; an informal chat with a professor in Diversions Café, spontaneous discussions of issues on the Wheelock Student Center plaza, or penning an editorial for *The Trail* are just a few ways in which students can engage in meaningful dialogue.

Detailed information on campus activities is available at the Wheelock Student Center information desk, from the various Student Affairs offices, at the university website ([www.pugetsound.edu/student-life/](http://www.pugetsound.edu/student-life/)), in the daily calendar ([www.pugetsound.edu/calendar](http://www.pugetsound.edu/calendar)), or at the ASUPS website ([asups.pugetsound.edu/](http://asups.pugetsound.edu/)).

## THE CORE CURRICULUM

The faculty of the University of Puget Sound has designed the core curriculum to give undergraduates an integrated and demanding introduction to the life of the mind and to established methods of intellectual inquiry. The Puget Sound undergraduate’s core experience begins with two first-year seminars that guide the student through an in-depth exploration of a focused area of interest and that sharpen the student’s skills in constructing persuasive arguments. In the first three years of their Puget Sound college career, students also study five “Approaches to Knowing”—Fine Arts, Humanities, Mathematics, Natural Science, and Social Science. These core areas develop the student’s understanding of different disciplinary perspectives on society, culture, and the physical world, and explore both the strengths of those disciplinary approaches and their limitations. Connections, an upper-level integrative course, challenges the traditional boundaries of disciplines and examines the benefits and limits of interdisciplinary approaches to knowledge.

Further, in accordance with the stated educational goals of the University of Puget Sound, core curriculum requirements have been established: (a) to improve each student’s grasp of the intellectual tools necessary for the understanding and communication of ideas; (b) to enable each student to understand herself or himself as a thinking person capable of making ethical and aesthetic choices; (c) to help each student comprehend the diversity of intellectual approaches to understanding human society and the physical world; and (d) to increase each student’s awareness of his or her place in those broader contexts. Students choose from a set of courses in the eight 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 curriculum.

### *The First Year: Argument and Inquiry*

Scholarly and Creative Inquiry Seminar ..... 1 unit  
 Writing and Rhetoric Seminar ..... 1 unit  
 (First-Year seminars may not be used to meet major or minor requirements, nor may students enroll in them after fulfilling the core requirement. Students may not enroll in more than one seminar per term.)

### *Years 1 through 3: Five Approaches to Knowing*

Fine Arts ..... 1 unit  
 Humanistic ..... 1 unit  
 Mathematical (strongly recommended in the first year) ..... 1 unit  
 Natural Scientific ..... 1 unit  
 Social Scientific ..... 1 unit

### *Junior or Senior Year: Interdisciplinary Experience*

Connections ..... 1 unit

The sections which follow detail the courses that fulfill each Core category in the 2011–2012 academic year. Full course descriptions for the First-Year Seminars in Scholarly and Creative Inquiry and Writing and Rhetoric, and the Connections core courses follow this section; descriptions of all other Core courses are in the departmental sections of this *Bulletin*.

### *Seminar in Scholarly and Creative Inquiry* (one unit)

A course to introduce students to the processes of scholarly and creative inquiry through direct participation in that inquiry. To be taken in the first year. May be taken only to fulfill the core requirement.

See course descriptions starting on page 18.

- ALC 105, Aesthetics and Identity in Japanese Culture
- ART 120, Hagia Sophia: From the Emperor’s Church to the Sultan’s Mosque (6th–21st c.)
- ART 130, Graphics: Exploring the Multiple
- ART 140, Art Theory and Practice
- ART 160, Chinese Painting in the West
- BIOL 140, Novel Genetics
- BIOL 157, Genetic Determinism: Are We Our Genes?
- BIOL 240, Mysteries of Biology: Solved and Unsolved
- BIOL 243, What’s for Dinner? Food and Health, Politics and Environment
- BUS 110, Business and the Natural Environment
- CHEM 150, The Great Flood
- CHEM 151, Science and Sustainability
- CLSC 104, Cleopatra: History and Myth
- CLSC 105, Homer
- CLSC 106, The Peloponnesian War: Athens at the End of the “Golden Age”
- COMM 190, The Discourses of Slavery

CSOC 100, The Sociology of College Life  
 CSOC 107, The Anthropology of Societal Collapse  
 CSOC 117, The Anthropology of Food and Eating  
 CSOC 118, Social Organization and Change in the Developing World  
 CSOC 120, Social Order and Human Freedom  
 CSOC 125, Culture Wars: A Global Context  
 CSOC 130, Murderous Neighbors, Compassionate Strangers: Disparate Responses to Genocide  
 CSOC 140, Modern Revolutions  
 ECON 103, Varieties of Social Explanation  
 ECON 104, Peasants, Commodity Markets, and Starbucks: The Economics of Coffee  
 ENGL 139, Gender, Literacy, and International Development  
 EXSC 124, Disasters  
 GEOL 111, Dinosaurs and the Worlds They Lived In  
 GEOL 113, Exploring the Solar System  
 GEOL 115, Geomythology of Ancient Catastrophes  
 HIST 122, Ecotopia?: Landscape and Identity in the Pacific Northwest  
 HIST 123, The Second World War in Europe  
 HIST 124, The Russian Revolution  
 HIST 129, Mao's China: A Country in Revolution  
 HIST 131, "Let Nobody Turn Us Around": History and Culture of the Civil Rights Era  
 HIST 137, The Black Death: Medieval and Modern Perspectives  
 HON 150, History and the Construction of the Other  
 HUM 115, The Problem of Evil  
 HUM 119, The Life and Times of Eleanor of Aquitaine  
 HUM 122, Utopia / Dystopia  
 HUM 125, The Quest for King Arthur  
 HUM 130, Metamorphosis and Marvels  
 HUM 131, Dionysus and the Art of Theatre  
 HUM 132, The Scientific and Romantic Revolutions  
 HUM 133, Rome and Paris in Early Modern Europe  
 IPE 111, The Beautiful Game  
 IPE 180, War and Peace in the Middle East  
 LAS 111, Salsa, Samba, and Soccer: Popular Culture in Latin America  
 MATH 133, The Art and Science of Secret Writing  
 MUS 121, Musical Film Biography: Fact, Fiction, and Art  
 MUS 122, The Punk/Postpunk Rebellion  
 MUS 124, The Beatles vs. U2: Comparative Aesthetics of '60s and '80s Rock Music  
 MUS 125, Michael Jackson and Elvis Presley: The Image of the Kings  
 NRSC 160, The Broken Brain  
 PG 137, Politics of Terror  
 PHIL 102, The Posthuman Future  
 PHIL 103, The Philosophy and Science of Human Nature  
 PHIL 104, Freedom of the Will and the Concept of a Person  
 PHIL 105, Democracy and Equality  
 PHIL 108, Infinity and Paradox  
 PHIL 109, Life, Death, and Meaning  
 PHYS 103, The Search for Extraterrestrial Intelligence  
 PHYS 104, Symmetry in Scientific Thought

PHYS 108, Empowering Technologies: Energy in the 21st Century  
 PSYC 145, Ethical Issues in Clinical Psychology  
 PT 110, Analysis in Health Care  
 REL 115, Buddhism and the Beats  
 REL 120, Communities of Resistance and Liberation  
 REL 125, Zen Insights and Oversights  
 REL 130, Lies, Secrets, and Power  
 REL 150, Exploring Bioethics Today  
 STS 144, Darwin's Century  
 STS 155, Scientific Controversy  
 STS 166, Science and Theatre  
 THTR 111, Making Musical Theatre

**Seminar in Writing and Rhetoric** (one unit)

A course in which students encounter the two central aspects of the humanistic tradition of rhetorical education, argumentation and effective oral and written expression, and develop the intellectual habits and language capabilities to construct persuasive arguments and to write and speak effectively for academic and civic purposes. To be taken in the first year. May be taken only to fulfill the core requirement.

See course descriptions starting on page 34.

AFAM 109, Multiracial Identity  
 AFAM 110, Imaging Blackness: Black Film and Black Identity  
 ART 150, Constructions of Identity in the Visual Arts  
 BIOL 150, Science in the News  
 CLSC 120, Persuasion and Power in the Classical World  
 CLSC 121, Reacting to the Past: The Threshold of Democracy  
 COMM 102, Social Scientific Argumentation  
 COMM 103, Imperialism and Cinema  
 COMM 104, Constitutional Controversies  
 COMM 105, The Rhetoric of Race Relations: From Abolition to Civil Rights and Beyond  
 COMM 107, Rhetoric, Film, and National Identity  
 COMM 108, The Rhetoric of Contradiction in Work-Life  
 COMM 109, The Rhetoric of Social Justice  
 COMM 110, Contemporary Controversies  
 ECON 102, Controversies in Contemporary Economics  
 EDUC 110, Under Construction: Race, Sexuality, and Society  
 ENGL 120, Ideas and Arguments on Stage  
 ENGL 122, Seeing Texts and Writing Contexts  
 ENGL 123, Individual Rights and the Common Good  
 ENGL 124, "See What I Mean?": The Rhetoric of Words and Images  
 ENGL 125, Civic Argument and the Theatre of Democracy  
 ENGL 126, Arguing Through Literature  
 ENGL 127, An Opinion About Everything  
 ENGL 128, Shaping the Shadow: Argument and Insight  
 ENGL 129, Power and Perception: The Mirror and the Music  
 ENGL 130, Print Culture, Literacy, and Argument in American Life  
 ENGL 131, Three Big Questions



ENGL 132, Writing and the Environmental Imagination  
 ENGL 133, Politics of Space, Public and Private  
 ENGL 134, Architectures of Power  
 ENGL 135, Travel and the Other  
 ENGL 136, Imagining the American West  
 ENGL 137, Representing Multiculturalism  
 ENGL 138, Sub/Urban America  
 ENGL 201, Intermediate Writing and Rhetoric  
 EXSC 123, Understanding High Risk Behavior  
 HIST 115, The Crusades  
 HON 101, New World Rhetoric  
 HUM 121, Arms and Men: The Rhetoric of Warfare  
 MUS 123, Music Criticism

***Fine Arts Approaches*** (one unit)

A course to develop an understanding and appreciation of an artistic tradition and to develop skills in the critical analysis of art. This course should be taken during the first three years.

ART 275, Studies in Western Art I: Ancient Art to Renaissance  
 ART 276, Studies in Western Art II: Renaissance to Modern Art  
 ART 278, Survey of Asian Art  
 ART 280, William Morris and His World  
 ART 302, The Art of Mexico and Mesoamerica  
 ENGL 220, Introduction to Literature  
 ENGL 244, Exploring Lyric Poetry  
 ENGL 267, Literature as Art  
 HON 206, The Arts of the Classical World and the Middle Ages  
 HUM 250, Digital Humanities  
 HUM 290, The World of Film  
 HUM 367, Word and Image  
 MUS 100, Survey of Western Music  
 MUS 126, History of Rock Music  
 MUS 220, The Broadway Musical  
 MUS 221, Jazz History  
 MUS 222, Music of the World's Peoples  
 MUS 224, The Age of Haydn, Mozart, and Beethoven  
 MUS 225, Romanticism in Music  
 MUS 226, Twentieth-Century Music  
 MUS 230, Music from Antiquity to the End of the Baroque Era (c. 500 B.C.E. to 1750)  
 THTR 275, The Theatrical Experience

***Humanistic Approaches*** (one unit)

A course to develop an understanding of how humans have addressed fundamental questions of existence, identity, and values and to develop an appreciation of these issues of intellectual and cultural experience. This course should be taken during the first three years.

AFAM 101, Introduction to African American Studies  
 AFAM 265, Thinking Ethically  
 ALC 205, Great Books of China and Japan

ALC 310, Death and Desire in Premodern Japanese Literature  
 ALC 320, Self and Society in Modern Japanese Literature  
 ASIA 350, Tibet – Real, Imagined, and Perceived  
 CLSC 210, Greek Mythology  
 CLSC 211, History of Ancient Greece  
 CLSC 212, Ancient Rome  
 CLSC 222, Greco-Roman World  
 CLSC 225, Gender and Identity in Greece and Rome  
 CLSC 230, The Classical Tradition  
 CLSC 231, Greek and Roman Epic: Genre and Meaning  
 COMM 291, Film Culture  
 CSOC 200, Cultural Anthropology  
 ENGL 205, Biography / Autobiography  
 ENGL 226, Survey of Literature by Women  
 ENGL 230, Literature of the Human Experience  
 ENGL 236, Literature and the Quest for Personal Identity  
 ENGL 239, Loss and Renewal: American Voices, American Identity  
 ENGL 255, Introduction to Shakespeare  
 GNDR 201, Introduction to Gender and Feminist Studies  
 HIST 101, Roots of the Western Experience  
 HIST 102, Western Civilization: 1650-1990  
 HIST 152, American Experiences I: Origins to 1877  
 HIST 153, American Experiences II: 1877 to Present  
 HIST 231, Britain and Britishness: The Making of the First Industrial Nation  
 HIST 245, Chinese Civilizations  
 HIST 246, History of China: 1600 to the Present  
 HIST 247, The Forging of the Japanese Tradition  
 HIST 248, History of Japan, 1600 to the Present  
 HIST 254, African American Voices - A Survey of African American History  
 HIST 280, Colonial Latin America  
 HIST 281, Modern Latin America  
 HIST 371, American Intellectual History to 1865  
 HON 211, Literary Odysseys: The Hero's Journey Home  
 HUM 201, Arts, Ideas, and Society  
 HUM 206, The Classics of Russian Literature  
 HUM 210, Power and Culture in Periclean Athens and Augustan Rome  
 HUM 302, Individuality and Transcendence in Medieval Literature  
 LAS 100, Introduction to Latin American Studies  
 PHIL 101, Introduction to Philosophy  
 PHIL 215, Ancient Philosophy  
 REL 200, History and Literature of Ancient Israel  
 REL 202, Introduction to the Study of World Religions  
 REL 203, Jesus and the Jesus Traditions  
 REL 204, Religions of the Book: Judaism, Christianity, and Islam  
 REL 208, Yoga and the Ascetic Imperative  
 REL 210, Comparative Christianities  
 REL 233, Japanese Religious Traditions

REL 234, Chinese Religious Traditions  
 REL 265, Thinking Ethically  
 STS 201, Science, Technology, and Society I: Antiquity to 1800  
 STS 202, Science, Technology, and Society II: Since 1800

**Mathematical Approaches** (one unit)

A course to develop a variety of mathematical skills, an understanding of formal reasoning, and a facility with applications. This course should be taken during the first three years.

CSCI 161, Introduction to Computer Science  
 CSCI 261, Computer Science II  
 HON 213, Mathematical Reasoning: Foundations of Geometry  
 MATH 103, Introduction to Contemporary Mathematics  
 MATH 150, Finite Mathematics  
 MATH 160, Introduction to Applied Statistics  
 MATH 170, Calculus for Business, Behavioral, and Social Sciences  
 MATH 180, Calculus and Analytic Geometry I  
 MATH 181, Calculus and Analytic Geometry II  
 MATH 260, Intermediate Applied Statistics  
 MATH 280, Multivariate Calculus  
 MATH 290, Linear Algebra  
 PHIL 224, Logic and Language  
 PHIL 273, Formal Logic

**Natural Scientific Approaches** (one unit)

A course to develop an understanding of scientific methods and to acquire knowledge of the fundamental elements of one or more natural sciences. This course should be taken during the first three years.

BIOL 101, Introduction to Biology  
 BIOL 111, Unity of Life: Cells, Molecules, and Systems  
 BIOL 112, Diversity of Life  
 CHEM 110, Fundamental Chemistry I  
 CHEM 111, Fundamental Chemistry II  
 CHEM 230, Chemical Analysis and Equilibrium  
 CHEM 250, Organic Chemistry I  
 CHEM 251, Organic Chemistry II  
 ENVR 105, Environmental Science  
 GEOL 101, Physical Geology  
 GEOL 104, Physical Geology of North America  
 GEOL 105, Oceanography  
 GEOL 110, Regional Field Geology  
 HON 212, Origins of the Modern World View  
 PHYS 105, Historical Development in the Physical Sciences  
 PHYS 107, Light and Color  
 PHYS 109, Astronomy  
 PHYS 111, General College Physics  
 PHYS 112, General College Physics  
 PHYS 121, General University Physics  
 PHYS 122, General University Physics

PHYS 205, Physics of Music  
 PHYS 221, Modern Physics I  
 PHYS 222, Modern Physics II  
 PHYS 299, The History and Practice of Ancient Astronomy

**Social Scientific Approaches** (one unit)

A course to acquire an understanding of theories about individual or collective behavior within a social environment and of the ways that empirical evidence is used to develop and test those theories. This course should be taken during the first three years.

COMM 252, Public Communication Campaigns  
 CSOC 103, Social Problems  
 CSOC 204, Social Stratification  
 CSOC 212, Sociology of Gender  
 CSOC 230, Indigenous Peoples: Alternative Political Economies  
 ECON 170, Contemporary Economics  
 EDUC 419, American Schools Inside and Out  
 HON 214, Social Scientific Approaches to Knowing  
 IPE 201, Introduction to International Political Economy  
 PG 101, Introduction to U.S. Politics  
 PG 102, Introduction to Comparative Politics  
 PG 103, Introduction to International Relations  
 PG 104, Introduction to Political Theory  
 PSYC 225, Social Psychology

**Connections** (one unit)

A course to develop an understanding of the interrelationship of fields of knowledge. To be taken after completion of all other university core requirements, in the junior or senior year, and must be taken at Puget Sound.

See course descriptions starting on page 43.

AFAM 346, African Americans and American Law  
 AFAM 355, African American Women in American History  
 AFAM 401, Narratives of Race  
 ASIA 341, Asia Pop! An Exploration of Popular Culture in 20th and 21st Century East Asia  
 ASIA 344, Asia in Motion  
 CONN 302, Ethics and the Other  
 CONN 304, The Invention of Britishness: History and Literature  
 CONN 312, Biological Determinism and Human Freedom: Issues in Science and Religion  
 CONN 315, Democracy, Ancient and Modern  
 CONN 318, Crime and Punishment  
 CONN 320, Health and Medicine  
 CONN 325, The Experience of Prejudice  
 CONN 332, Witchcraft in Colonial New England  
 CONN 335, Race and Multiculturalism in the American Context  
 CONN 340, Gender and Communication  
 CONN 350, Perspectives on Food and Culture  
 CONN 369, Power, Gender, and Divinity: The Construction of Goddesses

CONN 372, The Gilded Age: Literary Realism and Historical Reality  
 CONN 373, Hawaii's Literatures  
 CONN 375, The Harlem Renaissance  
 CONN 379, Postcolonial Literature and Theory  
 CONN 381, Environmental Law  
 CONN 387, Never-Never Land  
 CONN 390, Black Business Leadership: Past and Present  
 CONN 410, Making a Difference: Exploring the Ethics of Hope  
 CONN 415, Education and the Changing Workforce  
 CONN 480, Informed Seeing  
 CONN 481, Gamblers, Liars, and Cheats  
 ENVR 322, Water Policy  
 ENVR 325, Geological and Environmental Catastrophes  
 ENVR 335, Thinking About Biodiversity  
 HON 401, Some Classics of Islamic, Indian, and East Asian Civilizations  
 HUM 300, Children's Literature: To Teach and to Entertain  
 HUM 301, The Idea of the Self  
 HUM 303, The Monstrous Middle Ages  
 HUM 305, Modernization and Modernism  
 HUM 309A, Nationalism: British and German Nationalism in the Age of Industrialization and Empire, 1700-1919  
 HUM 310, Imperialism and Culture: the British Experience  
 HUM 315, Drama, Film, and the Musical Stage  
 HUM 316, The Lord of *The Ring*: Wagner's *Ring of the Nibelung*  
 HUM 321, Ancients and Moderns: The Ulysses Theme in Western Art and Literature  
 HUM 330, Tao and Landscape Art  
 HUM 335, Japan and the Dutch: A Cross-Cultural Visual Dialogue 1600-2000  
 HUM 355, Early Modern French Theater and Contemporary American Culture  
 HUM 370, The Good Life  
 IPE 389, Global Struggles Over Intellectual Property  
 IPE 405, The Idea of Wine  
 IPE 427, Competing Perspectives on the Material World  
 LAS 380, Around Macondo in Eighty Days  
 LAS 387, Art and Revolution in Latin America  
 STS 314, Cosmological Thought  
 STS 318, Science and Gender  
 STS 330, The Idea of Evolution  
 STS 333, Evolution and Ethics  
 STS 340, Finding Order in Nature  
 STS 341, Modeling the Earth's Climate  
 STS 345, Physics in the Modern World: Copenhagen to Manhattan  
 STS 348, Strange Realities: Physics in the Twentieth Century  
 STS 352, Memory in a Social Context  
 STS 360, Origins and Early Evolution of Life  
 STS 361, Mars Exploration  
 STS 370, Science and Religion: Historical Perspectives  
 STS 375, Science and Politics

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

AFAM	African American Studies	GRK	Greek (Classics Department)
ALC	Asian Languages and Cultures	HIST	History Department
ART	Art Department	HON	Honors Program
ASIA	Asian Studies Program	HUM	Humanities Program
BIOL	Biology Department	INTN	Internship Program
BUS	School of Business and Leadership	IPE	International Political Economy Program
CHEM	Chemistry Department	JAPN	Japanese (Asian Languages and Cultures)
CHIN	Chinese (Asian Languages and Cultures)	LAS	Latin American Studies Program
CLSC	Classics Department	LAT	Latin (Classics Department)
COMM	Communication Studies Department	LC	Learning Center
CONN	Connections	MATH	Mathematics (Mathematics and Computer Science Department)
CRDV	Career Development	MUS	School of Music
CSCI	Computer Science (Mathematics and Computer Science Department)	NRSC	Neuroscience
CSOC	Comparative Sociology Department	OT	Occupational Therapy Program
ECON	Economics Department	PE	Physical Education Program
EDUC	School of Education	PG	Politics and Government Department
ENGL	English Department	PHIL	Philosophy Department
ENVR	Environmental Policy and Decision Making Program	PHYS	Physics Department
EXSC	Exercise Science Program	PSYC	Psychology Department
FL	Foreign Languages and Literature Department	PT	Physical Therapy Program
FREN	French (Foreign Languages and Literature Department)	REL	Religion Department
GNDR	Gender Studies	SIM	Special Interdisciplinary Major
GEOL	Geology Department	SPAN	Spanish (Foreign Languages and Literature Department)
GERM	German (Foreign Languages and Literature Department)	STS	Program in Science, Technology, and Society
GLBL	Global Development Studies	THTR	Theatre Arts Department

#### Frequency of Course Offerings

Not all elective courses are offered every year. These courses are offered as departments are able to fit them into faculty members' teaching schedules, which may result in some courses being offered on an infrequent basis. However, each department makes certain that all required courses and an appropriate range of electives are offered regularly so full-time students are able to graduate within four years. This *Bulletin* lists all courses in the curriculum in order to convey the richness of the wide variety of interests and expertise the faculty bring to the academic program at Puget Sound.

## Seminar in Scholarly and Creative Inquiry

### *Purpose*

The purpose of this core area is to introduce students to the processes of scholarly and creative inquiry through direct participation in that inquiry. Students in a Scholarly and Creative Inquiry Seminar gain a degree of mastery that comes with deep exposure to a focused seminar topic. They increase their ability to frame and explore questions, to support claims, and to respond to others' questions and differing opinions. Finally, students develop and demonstrate their intellectual independence by engaging in substantive written work on the topic in papers or projects.

Only students meeting the Seminar in Scholarly and Creative Inquiry core requirement may enroll for these courses. Seminar offerings vary from term to term.

**ALC 105 Aesthetics and Identity in Japanese Culture** This course explores the evolution of commentary on beauty, aesthetics, and national identity in Japanese literature, art, and culture. Starting with modern texts and images by both Japanese and Western authors and artists, students identify the elements that make up common representations of a "Japanese aesthetic." The course then moves back in time to trace the fundamental development of these elements in Japanese literature and art, starting with the poetry of the eleventh-century court and continuing with Zen art, the cult of tea, and early-modern texts on aesthetics and national identity. Students then return to two twentieth-century texts published in Japan and the United States to see how the elements of classical Japanese literature and culture were used to construct a modern Japanese identity. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**ART 120 Hagia Sophia: From the Emperor's Church to the Sultan's Mosque (6 – 21st c.)** The church of Hagia Sophia in Constantinople was not only a daring architectural achievement at the time of its completion in 537 but also a significant religious and political statement. After all it was re-erected immediately following the riots that almost cost the emperor Justinian his throne. As the primary church of Constantinople, it was the meeting ground of the emperor, the patriarch, and the populace, and a treasure trove of holy relics sought out by pilgrims who flocked to the Byzantine capital. After the Ottoman Turks conquered Constantinople in 1453, Hagia Sophia was refurbished and rededicated as a mosque, and it functioned as such until it became a museum in 1935. This course explores ideas related to this single but fundamental monument of world heritage across multiple cultures and periods and from the perspective of multiple disciplines. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**ART 130 Graphics: Exploring the Multiple** This course presents an overview of graphic art forms – photography, printmaking, and digital imaging. Students explore ways that photographic, mechanical, and electronic tools have influenced both artistic production and the dissemination of art. This course asks students to consider the varied potential of the two-dimensional multiple for visual communication. With this in mind, students write research papers and create hands-on artistic projects, both as individuals and collaborators. The course format also includes group discussions, slide lectures, student presentations, a presentation by a guest speaker, and trips to museums and print shops. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**ART 140 Art Theory and Practice** This course is an introduction to the art, artists, and concepts that inform modern and contemporary art movements. The focus of the course is on the art of pivotal 20<sup>th</sup> and 21<sup>st</sup> century artists who have redefined our ideas about art. Students analyze the formal elements and conceptual issues surrounding critical artworks that represent significant trends in art. A series of projects, based on the theories and aesthetic concerns of relevant artists accompany

oral and written modes of consideration and analysis. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**ART 160 Chinese Painting in the West** This seminar deals with how Chinese painting, one of the unique art traditions in the world, was dramatically exposed to the West at the turn of the twentieth century. The course also explores how market demand, public interest, and academic inquiry contributed to making Chinese painting an inseparable cultural element in the shaping of modern Western society. The course format includes slide lectures, a museum visit, reading assignments, group discussions, and an individual research project. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**BIOL 140 Novel Genetics** In this course students consider current areas where the science of genetics intersects public perceptions, ethics, and policy. This includes genetic discrimination, designer babies, and human cloning. Participants explore the science behind each issue and then consider the impact of the science on human lives through fiction and an examination of current policy debates in each area. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**BIOL 157 Genetic Determinism: Are We Our Genes?** This course is an exploration of the role genes serve in human health and behavior. Readings include scientific and personal accounts of the relative effects of genes and the environment. Additionally, the course enables students to assess the media's portrayal of the power of genes and genetic technology. Oral discussions/presentations and writing assignments help students advance their ability to develop questions, defend ideas, and communicate in a clear manner. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**BIOL 240 Mysteries of Biology: Solved and Unsolved** This course is designed for transfer and sophomore students who intend to major in biology or to pursue a career in the health professions. In the course students look at four problems of biology: the origin of mitochondria, the study of human evolution using mitochondrial DNA, the difficulty of developing an AIDS vaccine, and the discovery of prior diseases like mad cow disease. In each section of the course students identify the questions that scientists have asked about the topic, examine the evidence for various hypotheses, and discuss the meaning of the evidence. The course is designed to enhance a student's abilities in reading and writing about science as well as applying concepts in new situations. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**BIOL 243 What's for Dinner?: Food and Health, Politics and Environment** This course is designed for transfer and sophomore students who intend to major in biology or to pursue a career in health professions. The course explores current controversies about food: How does "Big Business" control our food supply? Are there health implications of consuming different kinds of fats? What does "organic" mean? Can food choices make a difference to the environment? Is genetically-modified food safe to eat and safe for the environment? Texts include scientific and popular articles, book excerpts and videos. Discussions, student presentations, and writing assignments help students develop skills in critical reading, analytical thinking and persuasive writing. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**BUS 110 Business and the Natural Environment** This course develops skills for creative and scholarly inquiry into the interaction between business and the natural environment. Students explore the relationships - both the tensions and the compatibilities - between modern business management and the environment, and the ethical issues that arise when these diverse disciplines intersect. Students examine business and environmental ethics, the tension between trade and the

environment, the social responsibility of business, environmental law as it relates to business, green strategies for business, environmental justice, globalization, the concept of sustainability, and the environmental impact of business on animals in captivity and wildlife. Students participate in rigorous examination of contemporary business issues as they relate to the natural environment. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CHEM 150 The Great Flood** A great flood figures prominently in the Biblical, Chaldean, and Sumerian accounts of Genesis, among others. Why are these stories so widespread? Several answers are possible: Perhaps there was a single worldwide flood that affected all peoples. Perhaps one culture experienced a great flood and spread the story to others. Or perhaps floods were so common that every culture eventually experienced a disastrous one. In the last thirty years, a hypothesis has emerged which identifies a single Great Flood as a catastrophic flooding of the Black Sea. This view is informed by historical accounts, but is based on geological, chemical, biological, genetic, and archaeological evidence. Was there really such a flood and, if so, did it form the basis of the ancient flood stories? This course traces the development of the Black Sea hypothesis, critically examines the scientific and historical evidence behind it, and considers some possible implications. The process of inquiry that developed the hypothesis is multi-disciplinary and combines scientific inquiry with critical examination of historical texts. Particular attention is paid to the validity of the inferences drawn from scientific research. Students develop and demonstrate their intellectual independence by engaging in substantive intellectual discourse on this topic, written and oral. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CHEM 151 Science and Sustainability** This Course is a scholarly inquiry into the scientific ideas that underlie the contemporary sustainability movement. The course explores sociological theories of knowledge, and how those theories play out in the development of emerging scientific disciplines. Students design and carry out research into how science and sustainability are taught in real classrooms and laboratories. An important goal of the course is to develop a personal sense of how sustainability fits into the goals of contemporary science education, and into one's own goals as a potential creator and participant in a "sustainable" society. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CLSC 104 Cleopatra: History and Myth** Who was Cleopatra? Even the plain facts about her life are hard to come by. To the Romans, she was the foreign queen who tried to steal their empire and who represented the most dangerous threat to their civilization in 200 years; to the Egyptians she was a goddess incarnate, the universal mother, and a liberator who came to free them from oppression. But perhaps more intriguing are the images that have appeared since her death: to Shakespeare she was a tragic lover, to Chaucer she was the model of a good wife; to painters of the Renaissance she was a passive victim, to writers imbued with Romanticism she was a *femme fatale*; to post-Enlightenment colonialists was an exotic Easterner, to Hollywood she has been a temptress, a sex kitten, and a vamp. This course examines the depictions of Cleopatra in a variety of different mediums to explore how each society created their own image of this bewitching figure. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CLSC 105 Homer** This seminar is an exploration of the two greatest ancient epic poems, the *Iliad* and the *Odyssey*. In addition to a careful reading of the Homeric epics themselves, this course introduces students to the vigorous and diverse scholarly inquiry directed at the poems in recent years. Among the interpretive and scholarly issues addressed are: the nature of oral poetry (including comparative material from several cultures); the relationship between poems and the archaeological record; Homeric views of the divine; the psychological and ethical distinctiveness of the world of the

poems; and the assumptions about gender presented in the epics. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CLSC 106 The Peloponnesian War: Athens at the End of the "Golden Age"** From 431 - 404 BCE, Greece was torn apart by a devastating struggle between Athens and Sparta. As its famous historian, Thucydides, wrote, the Peloponnesian War was the greatest war in its geographical scope, the bloodiest in its casualties, and the costliest in its consumption of resources that the Greeks to that time had experienced. Curiously, that period of the war was also among the culturally richest in Athenian history. Through close reading of Thucydides, students explore the development and effects of the war and the philosophical issues that Thucydides raises in his history. Through close reading of Sophocles, Euripides, and Aristophanes, students attempt to define these playwrights' perspectives on the world and to consider the extent to which, if at all, their works reflect or were shaped by the experience of war. Along the way, the class also examines developments in the visual arts and philosophy in late 5<sup>th</sup> c. BCE Athens. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**COMM 190 The Discourses of Slavery** While the institution of American slavery existed as a corporeal, material phenomenon, it nevertheless was initially implemented via judicial rulings and legislative enactments, was sustained and challenged through the rhetorical hermeneutics of Biblical and constitutional exegesis, was promoted as a "positive good" and attacked as an unmitigated evil, was represented in fictional and dramatic productions, was repeatedly contested and defended in the legal sphere and in various deliberative forums, and remains an integral part of our cultural memory. In this seminar students examine these various discourses of slavery, developing an understanding of the discursive resources through which our nation's peculiar institution has been defended, attacked, and remembered. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CSOC 100 The Sociology of College Life** This seminar uses sociological theories, concepts, and data to help students understand their journey through college. This course serves as an exercise in the sociological imagination; students are asked to locate their own experiences and biography within a larger social and historical context. The seminar explores the lives of college students through a sociological lens with a discussion of topics such as dating, studying, fashion, interacting in the classroom, drugs, and life after college. Participants gain insight into the institutions and social dynamics that influence their lives for the next four years. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CSOC 107 The Anthropology of Societal Collapse** It seems increasingly apparent that mankind's collective future portends significant change in the way humans live on the earth. Although predictions concerning the cause and scope of that change vary, most of the envisioned scenarios involve systemic environmental degradation as a primary and driving force behind social and political change. In this course, students use the archaeological and ethnographic canon to investigate how other societies have—or have not—coped with devastating and significant environmental degradation. With an anthropology informed by political economy as the course's foundation, students focus on the interconnectedness of the social, cultural, political, economic, and environmental arenas of human existence. Students look for glimpses of optimism amidst the dystopic visions of the American and global future. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CSOC 117 The Anthropology of Food and Eating** The quarry of the anthropologist - the deep social patterns and cultural meanings that shape human existence - are often disguised, out of sight, behind the curtain of the world as it appears. In seeking a vantage point from which one might glimpse these

phenomena, this course follows a well-beaten anthropological path: beginning with a commonplace, everyday practice, students work outward in scope and backward in time to construct an informed, analytic, and critical perspective on human society and culture through the seemingly pedestrian substance of food. The course begins with selected readings that explore single commodities, tracking the lowly banana across continents, following sugar back in time to the throes of the industrial revolution, and trailing the beef cow from birth to the fast food chains down the street. Students then examine the inequities of global food consumption - why some people have too little to eat while others eat too much. The reading portion of the course concludes with selections that analyze the intricate connections between food, identity, and the global political economy. In the final weeks of the semester, after a brief introduction to ethnographic methods, students conduct short ethnographic interviews that allow them to critically engage the scholarly literature through firsthand research in the local community. This course is an ideal introduction to anthropology, a discipline whose interests are split between the Comparative Sociology Department and the International Political Economy Program here at the University of Puget Sound. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CSOC 118 Social Organization and Change in the Developing World** The first section of this course examines basic problems and perspectives of development. The following section considers social and economic organization; variations in approaches to development. The final section examines specific social issues such as human rights, environment and sustainability, and anti-systemic movements. Students also study geography as they examine these questions. Satisfies the Seminar in Scholarly and Creative inquiry core requirement.

**CSOC 120 Social Order and Human Freedom** This seminar explores the apparent, and perhaps genuine, contradiction between the concepts of social order and individual freedom. An ordered society implies that people generally do what they are supposed to do when they are supposed to do it. Our casual observation of society confirms persistent patterns of human behavior. At the same time, however, most of us cling to the notion of our individual free will and our legal system as premised beyond this idea. The central question then is this: Are we truly free or do we simply follow the patterns our society has constructed for us? The questions of social order and human freedom have captured the attention of some of the greatest sociologists, philosophers, historians, and literary figures. With only slight exaggeration one might say they are the central questions of modern Western Civilization. This course provides students with an introduction to this important area of human inquiry. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CSOC 125 Culture Wars: A Global Context** The central aim of the course is to analyze, evaluate, and critique the dominant interpretations and perspectives regarding the cultural divide between the Western and non-Western world. Accordingly, a central theme underlying the course is the persistence of the cultural divide between Western and non-Western societies and its impact on reproducing the understanding of the “other” that is constructed. Students critically examine this theme about the persistence of the cultural divide so as to develop a more informed and mature appreciation of the complexities that shape cross-cultural and certain international problems. The material is designed to challenge students’ appreciation of the forms of socio-cultural forces and contradictions that create and shape macro level problems. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CSOC 130 Murderous Neighbors, Compassionate Strangers: Disparate Responses to Genocide** In numerous communities in Nazi-occupied Europe, it was not only Nazis themselves, but also a significant number of local residents of those communities, who actively participated in the gruesome mass killings of their own Jewish neighbors. At the same time, in those same occupied countries,

other local people – non-Jewish individuals as well as collective groups – risked their own lives and those of their immediate families in order to save Jewish lives, even when these people were strangers to them. This horrendously bifurcated pattern – murderous neighbors juxtaposed against compassionate strangers – is not limited to the context of mid-twentieth century Europe. Acts of genocide and atrocity have been and still are being carried out across a wide expanse of time and space, including the deliberate physical and cultural extermination of indigenous peoples, the forced conscription and often permanent “mind-poisoning” of child soldiers, and the never-ending cycle of far too many situations of ethnic cleansing, genocide, violence, and retaliation. And yet each of these horrible acts has affected some people, alone or in groups, in quite a different way, moving them to take action, in various ways, against these horrors. What prompts this tremendous difference in response? This seminar examines this question in depth, using as a tool for inquiry the concept of “difference” or “Other” as developed, critically examined, and used in the discipline of anthropology. At the same time, this course also gives students a chance to become familiar with other ways of framing and exploring this question, making use of complementary insights from fields such as literature, history, and international law. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**CSOC 140 Modern Revolutions** Revolutions often mark major transformations in the socio-political life of nations. This course examines the causes and consequences of important modern revolutions from a sociological perspective. It also considers the ethical issues surrounding revolutions – for example, do the ends ever justify the means? Do revolutions merely replace one tyranny with another or are they forces for progressive change? These and other sociological and ethical issues are investigated through a detailed examination of several cases of modern revolutions (e.g. the Russian, Iranian, and Cuban revolutions). Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**ECON 103 Varieties of Social Explanation** This course examines the topic of social explanation, in particular the varieties of different forms of social explanation deployed within the social and human sciences. The underlying assumption of the course is that different social sciences and different research programs within the various social sciences employ fundamentally different explanatory strategies in their efforts to understand various aspects of society and social action. These explanatory strategies include, but are not restricted to: functionalism, structuralism, rational choice, behaviorism, statistical explanation, narrative, and biological reductionism. Course readings come from a range of different sources, both primary and secondary, and inform a variety of different writing assignments including one substantive research paper. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**ECON 104 Peasants, Commodity Markets, and Starbucks: The Economics of Coffee** This seminar considers the global web of economic relations that governs the production and consumption of coffee. The course explores 1) the economic circumstances of peasant coffee producers in Latin America and the economic dualism that characterizes coffee-producing regions; 2) the organization of global commodity markets and the impact of commodity dependence on producer countries; 3) the dramatic expansion of specialty coffee (e.g., Starbucks) consumption; and 4) the sustainable coffee initiatives with emphasis on the fair trade movement. These issues are examined through the New Institutional Economics framework which challenges the predictions of the perfect competition model. Specific topics include: the impact of transaction costs and imperfect information on peasant participation in markets; the benefits and difficulties in the creation of producer cooperatives; environmental externalities in coffee production; the evolution of the global terms of trade for commodity producers; forward and spot markets for commodities; and the conveyance of information

to consumers through social certification systems. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**ENGL 139 Gender, Literacy, and International Development** Everyone knows the saying, “If you give a man a fish, he will eat for a day. If you teach a man to fish, he will eat for a lifetime.” What if the “man” being taught is a woman? What if the “fishing” being learned is a form of literacy (whether alphabetic literacy, health literacy, or economic literacy)? What forms of literacy should be learned? Who should make the choice? How do rising literacy rates affect gender roles, religious traditions, health expectations, and resource usage? Students in this course engage in discussions of varied reading materials including a novel, policy documents, theory about the effects and nature of literacy, and ethnographic studies of men and women engaged in literacy learning around the world. Students write and revise extensively in this course, developing the ability to define and pursue research questions of interest to them and of relevance to larger academic conversations. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**EXSC 124 Disasters** This course explores disasters. Disasters most often involve tremendous loss and the human race responds with great empathy. Disasters may be examined from multiple perspectives which could include economical, psychological and sociological ramifications, federal, state, and local government agency performance, efforts in fund raising to assist those affected by the disaster, prevention strategies which were in place prior to the disaster or which have been developed since the disaster, responses to the disaster by the populace, how politics plays a part in disaster response, as well as many other elements resulting from disasters. Satisfies the Seminars in Scholarly and Creative Inquiry core requirement.

**GEOL 111 Dinosaurs and the Worlds They Lived In** Dinosaurs, or their remains (fossils), have been discovered all over the world and from the time they were first recognized in the mid-nineteenth century a very large amount of literature has been generated about these fascinating beasts. Some of what has been written is based on scientific observations; some has been pure fantasy; much is somewhere in between. In this seminar students examine what paleontologists, past and present, have told us about the animals called dinosaurs and also look at how dinosaurs are portrayed by artists, non-scientists writing in the popular press (newspapers, magazines), writers of fiction, and even some movies. Seminar participants are able to separate some of the truths from some of the fictions to learn about what dinosaurs really were, and about how, when, and where they lived. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**GEOL 113 Exploring the Solar System** In this course, students learn about the nature and origins of our solar system and the bodies that comprise it. Perhaps more importantly, the course examines how planets and moons are explored that cannot be visited. What can be discerned about the geology and conditions on these distant worlds? Many of the methods of planetary exploration are the same as those used to investigate the Earth, but they may need to be employed in slightly modified fashions. Rather than direct sampling, as can often be done on Earth, remote versions or substitutions are used. Course lectures review what is known and how planetary scientists have developed this body of knowledge. In-class exercises provide hands-on experience with some of these methods. This course provides not only a better understanding of the possibilities and limitations of the tools used in planetary science, but a sense of the excitement associated with space exploration. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**GEOL 115 Geomythology of Ancient Catastrophes** The sinking of Atlantis and the destruction of Sodom and Gomorrah are two examples of myths that describe events bearing a striking resemblance

to natural disasters, such as floods, earthquakes, tsunamis, and volcanic eruptions. In this course students explore the possibility that some of these mythological accounts may be based on actual events that occurred in the distant past. The first part of the course focuses on Mesopotamian, Greek, and Biblical myths; the latter portion on material from the Pacific Northwest. The course includes weekend field trips to examine evidence of catastrophic flooding, landslides, and tsunamis. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HIST 122 Ecotopia?: Landscape and Identity in the Pacific Northwest** In his novel *Ecotopia*, Ernest Callenbach envisioned Northern California, Oregon, and Washington separating from the USA to become a break-away “green” republic. Using this imagined place as a kind of base camp, this course explores the multifaceted relationship between landscape and human identity in the region. Probing historical documents, literature, painting, photography, and architecture and landscape itself in field trips, students investigate how different peoples have encountered, experienced, and represented the environment in the Pacific Northwest and how, in turn, the environment has shaped their sense of who they are. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HIST 123 The Second World War in Europe** The course begins by placing the Second World War within the concept of total war that emerged with growing scale or warfare experienced in the First World War. Attention is given to the causes of the war in light of the failure of the Treaty of Versailles and the rise of fascism. The course traces the success and defeat of the Axis powers in Europe between 1939 and 1945. Emphasis is placed on the plight of the Jews and the challenges that faced all civilians during the course of the war. The course ends with an analysis of the legacy of the Second World War in Europe. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HIST 124 The Russian Revolution** This course examines the revolutionary period in Russia beginning in the late nineteenth century and ending with the consolidation of the Soviet order in the 1920s. Themes include the emergence of radical political movements, social conflicts in the Russian Empire, the national problem, and the possibility of different outcomes in the revolutionary period. Satisfies the Scholarly and Creative Inquiry core requirement.

**HIST 129 Mao’s China: A Country in Revolution** This course examines Chinese history under Mao Zedong, focusing on the process and experience of the Chinese Communist Revolution. Topics include: Mao’s life history, the philosophical underpinnings of the revolution, the ways in which the revolution was experienced by people of different backgrounds, and the social and cultural legacy of Mao’s vision. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HIST 131 “Let Nobody Turn Us Around”: History and Culture of the Civil Rights Era** This course focuses on the civil rights era, exploring through an interdisciplinary approach the history and expressive culture of this momentous period. This interdisciplinary approach is particularly applicable for a course focused on the civil rights movements because the literature of racial protest and of the “black arts” was not simply parallel to the political upheavals: as Amiri Baraka put it in 1971, “Art is Politics.” The course is structured around charged moments of both historical and artistic significance: the *Brown* decision, the murder of Emmitt Till, Martin Luther King Jr.’s jailing in Birmingham, Freedom Summer, the Watts riot, the Black Power and Black Arts Movements, and the Bakke decision. Readings and assignments engage the complex, sometimes contradictory, legal, political, literary, artistic, and musical responses to these resonating events. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HIST 137 The Black Death: Medieval and Modern Perspectives** The Black Death, the great plague that devastated Europe from 1348 to 1350, continues to captivate the modern popular imagination. At the same time, this calamity remains one of the most poorly understood events in pre-modern European history. In recent years the Black Death has been the subject of renewed historical and scientific inquiry, much of which has questioned traditional interpretations of the etiology of the disease (was it really bubonic plague at all?) and its short- and long-term effects on the society, economy, and family structure of late medieval Europe (was it the “end” of the Middle Ages?). Students in this course read a wide variety of primary sources in translation in order to reconstruct medieval people’s reactions to the plague, as well as contemporary beliefs about the causes, remedies, and implications of the disease. The course also engages with recent historical debates surrounding the Black Death and representations of the plague in modern literature and film. Satisfies the Seminar in Scholarly and Creative Inquiry Seminar core requirement.

**HON 150 History and the Construction of the Other** This course is designed to meet the special goals of the Honors Program as well as the goals of the Seminar in Scholarly and Creative Inquiry. It aims to analyze a continuing theme in the evolution of Western historical method from ancient Greece to the present, and in the process to introduce students to the works of a number of important historians from ancient Greece to the American twentieth century. The course concentrates on the differing methods of historical inquiry and poses larger questions about how cultures construct and reconstruct their past. The central theme of the course is the encounter with the other, though the particular way of approaching that theme varies from year to year. Through a critical reading of the texts of such historians as Herodotus, Bede, Bernal Diaz del Castillo, and William Cronon, students gain an understanding of the process of change and continuity in the values and institutions of Western civilization. *Prerequisite: admission to the Honors Program.* Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HUM 115 The Problem of Evil** This course explores the conundrum of “reconciling the goodness and justice of God with the observable facts of evil and suffering in the world” by means of intensive interaction with philosophical, literary, and religious texts. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HUM 119 The Life and Times of Eleanor of Aquitaine** Few medieval women had the cultural and historical impact of Eleanor of Aquitaine, who played a significant role (1122-1204) as cultural patroness and political councilor to three courts (Aquitaine, France, and England) in her turbulent lifetime. The greatest heiress in Christendom by the age of eight, Eleanor possessed a rare sense of autonomy for a medieval woman. Aquitaine was not only the chief cultural center of France, but it retained legal and political privileges for women from days as a Roman settlement that ran counter to the custom of primogeniture that dominated medieval feudal society. As the wife of Louis VII of France, and (after a much-contested divorce) Henry II of England, Eleanor was constantly in the public eye; she witnessed many of the most significant historical events of the Twelfth Century, including Abelard’s trial for Heresy at Sens, Bernard of Clairvaux’s preaching of the Second Crusade, the building of St. Denis (the first church in Europe in the Gothic Style), as well as patronizing many of the most important and enduring writers of the period, from Troubadours to Chretien de Troyes. This course introduces students to the Middle Ages through a personal lens that helps to contextualize a myriad of grand events whose novelty, dramatic power, and historical significance is strengthened through association with Eleanor of Aquitaine. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HUM 122 Utopia / Dystopia** What is human nature? Is it malleable or fixed? What is human happiness? Can human beings live together in harmony? What is the perfect society? Is it possible to achieve such a society? What is the proper role of government in it? How much individual freedom or dissent can be tolerated in it? In a historical survey of utopianism and anti-utopianism, students discover how selected writers and communitarians have answered these questions in theory, fiction, and practice. This class considers the evolution of utopianism (the concept of an ideal society) and its criticism (anti-utopianism) in Western thought from ancient times to the twenty-first century. Readings vary from year to year, but may include Plato’s *Republic*, More’s *Utopia*, Voltaire’s *Candide*, Hawthorne’s *Blithedale Romance*, Gilman’s *Herland*, Bellamy’s *Looking Backward*, Zamyatin’s *We*, Skinner’s *Walden Two*, and documents from actual utopian communities. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HUM 125 The Quest for King Arthur** A survey of classical texts of the Arthurian tradition from Celtic sources to Malory. Principal themes for discussion and intensive writing include oral poetry and the written word; Middle Latin and the rise of vernacular literature; Arthurian values and heroic ideals; literature and cultural identity; heroic prowess, courtly love, and gender; the quest and search for identity. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HUM 130 Metamorphosis and Marvels** This seminar explores the representation of personal identity in the Middle Ages and Renaissance. In studying art and literature in the contexts of medieval and Renaissance humanism, the course presents “early” European culture (pre-Enlightenment culture) as anticipating modern ideas of individualism as well as radically different in its assumptions about personal and communal obligations and experience. Because much early literature and art was composed or produced for aristocratic, well-educated patrons, whose lives were indeed highly visible and reflective of a “divine” order, these works reflect tensions and paradoxes through a highly conscious working out of the boundaries between the personal and communal, interior and exterior, private and public, despite the fact that there was no work for or concept of “the individual” in the Middle Ages, at least, that corresponds to post-Enlightenment belief in personal identity and autonomy. The literary and art historical texts in this seminar are concerned with the marvelous transformation of individuals or the mysterious process of becoming a fully integrated human being. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HUM 131 Dionysus and the Art of the Theatre** This seminar investigates the ways in which individuals and communities respond to cultural crisis and transformation - that is, those historical moments when traditional and dominant beliefs and practices are called into question and re-evaluated. Students are introduced to the scholarly method through in-depth, interdisciplinary study of two or three historical moments. The writing in the course is a way to discover and explore ideas. This seminar examines Dionysus, the Greek god of theatre, who provides one of the most enduring metaphors for culture and crisis, culture in crisis, and culture as crisis. It is impossible to consider Dionysus, the myths that surround him, the philosophy his image has inspired, and the art that directly or indirectly embodies him without immediately entering into a detailed examination of an ongoing and dynamic dialogue between the forces of culture and the forces of crisis. This course uses images of this god, close readings, thoughtful writing, and experiential learning (attending and making theatre), to explore these complex interactions. This course is a particularly appropriate choice for students interested in the study of theatre. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.



**HUM 132 The Scientific and Romantic Revolutions** This seminar investigates the ways in which individuals and communities respond to cultural crisis and transformation - that is, those historical moments when traditional and dominant beliefs and practices are called into question and re-evaluated. Students are introduced to the scholarly method through in-depth, interdisciplinary study of two or three historical moments. The writing in the course is a way to discover and explore ideas. This seminar explores the causes and consequences of two decisive turning points in Western culture - the Scientific Revolution of the 16th and 17th Centuries (especially the arguments of Galileo and Newton), and the Romantic movement of the late 18th and early 19th Centuries (especially the French Revolution and British Romanticism). The overarching aim of the course is to understand the complex nature of these cultural upheavals in their political, religious, economic, scientific, and aesthetic dimensions, and to appreciate how their effects have continued to shape Western attitudes and values. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**HUM 133 Rome and Paris in Early Modern Europe: Crisis and Contemporary Contexts** This seminar investigates the crises in social structure and individual self-perception in early modern Rome and Paris. Through an interdisciplinary study of art, society, music, religion, culture, and literature of the sixteenth through the eighteenth centuries, students explore social and religious crises and their parallels in contemporary culture. Texts may include works by writers and artists such as Raphael, Alberti, Erasmus, Moliere, and Lafayette. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**IPE 111 The Beautiful Game** Football (or soccer, as it is known in the United States) is a beautiful game to play or to watch, but it is a mistake to think that it is *just* a game. Many people have said that football is fascinating because it is *like* life - a complex mixture of competition and cooperation, individual initiative and team play, driven by money, power, glory, and fame. But real football fans know the truth: football isn't *like* life, it *is* life. This course seeks to understand some important aspects of society through the particularly revealing political, social, and economic structures of global football. Issues of class, race, gender, identity, nationality, and nationalism are examined in the context of the commercialization, politicalization, and globalization of the sport. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**IPE 180 War and Peace in the Middle East** This course examines the causes and consequences of the most important conflicts in the Middle East and North Africa. Among the cases analyzed are the Arab-Israeli conflict; the war in Iraq; the Iran-Iraq war; Lebanon's civil war; and Algeria's civil war. Attention is devoted to the dynamics of the fight against terrorism and violent Islamism. In addition, the course assesses peace-building efforts in response to these conflicts and looks at examples of successful, peaceful dispute resolution in the region. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**LAS 111 Salsa, Samba, and Soccer: Popular Culture in Latin America** This seminar considers the intersections of gender, race, and class in the production of popular culture as an introduction to and a way to understand Latin America. Beginning with introductory historical and theoretical frameworks, the class examines a variety of contemporary forms of popular culture: popular religious symbols and rituals, secular festivals, music, dance, food, and sports. Along the way, the class explores the tensions between elite and popular cultures; popular culture as resistance or opposition; attempts by the state to manage popular culture as a symbol of national identity or a form of social control; the relation of popular culture to mass and commercial culture; and the migrations of cultural forms between Latin American countries and the rest of the world. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**MATH 133 The Art and Science of Secret Writing** This seminar studies the mathematics of encryption, a science known as cryptology. Considerable attention is given to the military and social history of cryptography and the public-policy questions raised by its increasing use in conjunction with the Internet. However, the focus is on the use of mathematics to create and analyze encryption algorithms, so students need the equivalent of four years of high school mathematics. A variety of practical exercises require the use of specialized software and e-mail programs, so the student should be willing to use unpolished programs on the Windows platform. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**MUS 121 Musical Film Biography: Fact, Fiction, and Art** In this seminar students view and study nine significant film biographies that depict well-known composers and performers from the eighteenth through the late twentieth century. The principal biographical subjects are Wolfgang Amadeus Mozart, Ludwig van Beethoven, Fryderyk Chopin, W.S. Gilbert and Arthur Sullivan, George M. Cohan, George Gershwin, Richard Rodgers and Lorenz Hart, Charlie Parker, and Glenn Gould. The course explores historical and artistic connections between musical biography and film biography and the conflicts between historical reality and commercial and artistic interests. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**MUS 122 The Punk/Postpunk Rebellion** This course surveys the catchall genre of postpunk music from 1975 to 1985, a decade that saw an almost unprecedented range of diverse pop musics which reflected their rapidly changing time. Close readings of representative works by numerous artists (such as Patti Smith, Sex Pistols, Talking Heads, Joy Division, and U2) develop critical listening and basic music-analytic skills. A historical narrative is construed from an extremely diverse, and poorly misunderstood, musical culture where new genera and styles developed, coexisted, and merged with older, revived styles and artists. This narrative accommodates fundamental sociopolitical developments (the renewed Cold War, movement to the political right in Western Culture, the 80s recession), and the rapid growth of new technologies. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**MUS 124 The Beatles vs. U2: Comparative Aesthetics of 60s and 80s Rock Music** This course examines the songwriting strategies and aesthetics of rock bands in the 1960s and 1980s, focusing on the Beatles and U2, respectively, as the principal bands in rock a generation apart. The Beatles' debt to traditional song forms is examined followed by their turn to the recording studio as the primary focus of composition. U2 is an example of a postpunk band with almost no formal training, but whose naivety worked to its advantage in the studio. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**MUS 125 Michael Jackson and Elvis Presley: The Image of the Kings** This course examines several instances of rock celebrity, including Michael Jackson, Elvis Presley, Madonna, the Beatles, Elton John, and U2. Comparisons are made between the careers of Jackson and Presley and those of other artists who more successfully coexisted with the popular press, often by presenting a changeable image, both personally and artistically. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**NRSC 160 The Broken Brain** An introduction to the human brain and brain dysfunction. Students explore the experiences of and the biology underlying four common brain dysfunctions: Tourette's syndrome, schizophrenia, autism, and Alzheimer's disease. Sources include novels, movies, and popular science articles. The course develops skills in critical reading, thinking, and writing. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PG 137 Politics of Terror** This course examines the phenomenon of terrorism on many different dimensions. First, it explores what is meant by the term “terrorism.” The class considers what is meant by “terrorism,” and the question of “Is one man’s terrorist another man’s freedom fighter?” Next, the class considers why certain groups turn to terror. What do they hope to accomplish and how does terrorism help them achieve their goals? The course then turns to looking at various strategies to combat terrorism. Is terrorism best fought like a military conflict or like an international crime? How can states hope to protect themselves? Ethical issues are also addressed, such as the legality and morality of assassination and torture in counter-terror efforts, and how the needs of national security are balanced against the requirements of civil liberties in a free, democratic society. Finally, the course considers the War on Terror itself, analyzing its strategies and tools and assessing its purpose and efficacy. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PHIL 102 The Posthuman Future** This course considers how rapid advances in science and technology, especially in biomedicine and cybernetics, may contribute to the alteration, enhancement, and evolution of the human into the “posthuman” or “transhuman.” The course also touches on some of the important philosophical questions raised by these advances. For example: Is there a human nature and can it be transcended? What is the self and how is it related to the body and its extensions? Is there a difference between natural and artificial intelligence? Is immortality possible? Are we free to determine our future? The course also examines the philosophical roots of posthumanism or transhumanism in the writings of philosophers like Plato, Descartes, Nietzsche, and Deleuze. Finally, students debate the religious, ethical, and political implications of posthumanism and transhumanism. For example: Are humans now usurping the role of God or nature? Should humans aim to enhance and perfect themselves? Is the goal of human enhancement compatible with egalitarianism? Are human rights applicable to the posthuman? Do humans have moral or political obligations toward future generations or toward humankind? Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PHIL 103 The Philosophy and Science of Human Nature** Is there a universal human nature, and if so what defines it? For millennia now philosophers have debated this question, proposing a number of starkly different accounts of human nature in the process. More recently scientists have gotten in on the action as well, bringing empirical results to bear on various hypotheses regarding what human beings are like. This course examines the interaction between philosophical and scientific approaches to the study of human nature. Topics include the following: Which features of human minds are innate? What is the relation between the language a person speaks and the way in which that person conceptualizes the world? What does evolution entail about human nature? Is the existence of free will compatible with various scientific findings regarding human beings? What are the moral and political implications of different views of human nature? Do men and women have fundamentally different natures? What is the relation between human nature and religion? The course examines works by Aristotle, Hobbes, Rousseau, Marx, Darwin, and Mead, as well as many contemporary philosophers and scientists. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PHIL 104 Freedom of the Will and the Concept of a Person** The concept of a person is as central to our self-understanding as it is to Western philosophy. This seminar explores this important concept through direct immersion in two areas of contemporary debate. The first concerns freedom. Persons, it is thought, have at least some degree of autonomy. This belief in free will, however central to our moral outlook, seems threatened by advances in biology and psychology. Must we give up our belief in free persons or change our moral practice if it turns out that everything we do is determined by forces outside our control? The second debate concerns identity and change. Persons, it is thought, are complex entities that persist through time and survive radical change, perhaps even death.

How do we say that this person now, after some change, is the same person she was then, before the change, and not some new person? What principles are implicit in our everyday judgments concerning personal identity? Readings in the course are drawn from both classic and contemporary sources. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PHIL 105 Democracy and Equality** The American political tradition has been ambivalent about equality as a political ideal. Yet most would argue that democracy means equality in at least some respect, and many have argued that democracy – and even liberty – are impossible without equality in respect of economic status. These perennial political issues stand at the center of this course in which students investigate, criticize, and formulate for themselves important philosophical considerations, in one direction or another, on the meaning of civil equality, on distinctions among legal, political, social, and economic equality, and on the defensibility of various conceptions of equality as democratic ideals. Readings are drawn from influential political theorists of the past and from philosophical inquiries of recent decades. Not only do students consider the question of equality within a political community, but the class also addresses the moral claims of equality across political boundaries and even in the global context that has so particularly concentrated our recent attentions. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PHIL 108 Infinity and Paradox** Can the infinite be tamed? Many people say that the human mind cannot comprehend the infinite. And from Zeno to Bertrand Russell, mathematicians and philosophers who have tried have been plunged into paradox. This course moves from philosophical perplexity about such paradoxes to mathematical theories that define different notions of infinity, compare infinite sets, and discern an infinite progression of distinct transfinite numbers. Whether these theories are coherent – and more than a fantasy – remains a matter of controversy. As a mathematical inquiry, this course inculcates techniques of abstraction, definition, proof, and calculation. It also invites reading, discussion, and writing on some of the most fascinating and persistent of philosophical problems. *Prerequisite: strong background in high school mathematics, including successful completion of a pre-calculus course.* Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PHIL 109 Life, Death, and Meaning** This course is devoted to a number of philosophical issues surrounding death and the meaning of life. The course is mainly focused on a number of existential questions and different attempts, past and present, to answer these questions. The central question of the course is: What gives life meaning? Some philosophers have argued that meaning is to be found in one of the following: the pursuit of pleasure or one’s own happiness, the pursuit of justice or the common good, religion, the pursuit of knowledge, the pursuit of some other value (like artistic value or human excellence); while others have argued that life has no meaning (life is absurd). In addition, the following questions are examined: Is freedom (of some sort) necessary for a meaningful life? Would life have meaning if we lived forever? Is it rational to fear death? Does causing someone to exist always benefit that person? Is letting life go extinct bad? Readings for this course include a number of existentialist writers (Kierkegaard, Nietzsche, Sartre, Camus, de Beauvoir), some excerpts from classic writers (Plato, Aristotle, Epicurus), and a number of contemporary writers (Nagel, Williams, Feldman, Nozick, Parfit, Taylor, Wolf). Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PHYS 103 The Search for Extraterrestrial Intelligence** Are we the only sentient beings in the universe? What is the likelihood that others exist in the cosmos? Can they visit us? Can we communicate with them? *Where are they?* This seminar examines the last fifty years of the scientific search for intelligent life off the earth. The occurrence of intelligence on a planet depends on astrophysical, biological, and environmental factors. This course investigates these factors in an attempt to estimate the number

of civilizations within our galaxy. The class also examines the pessimistic view that we are truly the only intelligent life in the galaxy based on the lack of extraterrestrial artifacts within the solar system. In order to gain an appreciation of the main instrument used in SETI, the class constructs and uses a simple radio telescope. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PHYS 104 Symmetry in Scientific Thought** Ever since the concept of symmetry was elevated by Einstein into a guiding physical principle, it has played a prominent role in physics. This seminar explores how symmetry has helped shape the course of physics over the past century. The methods that physicists use to describe symmetries will be studied, and the writings of great physicists on the subject of symmetry are read and discussed. Many of the foremost contemporary physical theories are examined, as are philosophical issues related to symmetry in physics. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PHYS 108 Empowering Technologies: Energy in the 21st Century** This course explores the technologies currently in use for electrical power generation. Students gain an understanding of the physical principles involved in electrical power generation, the historical development of electrical power in the United States, and the variety of sources used to generate electrical power. Students explore these topics through a variety of readings, in-class discussion, and writing assignments. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PSYC 145 Ethical Issues in Clinical Psychology** This course investigates a range of controversial topics in the clinical field. Students develop familiarity with a variety of research approaches. Topics include: personality theories, the role of therapy in behavioral change, ethics in diagnosis and treatment, community psychology, and family violence. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**PT 110 Analysis in Health Care** Students in this course study scholarly and creative inquiry working within a theme of explorations of issues faced by health care professionals. Students first consider the nature of evidence, types of evidence gathering and analysis, and the relative strength of various types of evidence. Students then work with published medical evidence in group discussions, written assignments including library research, and oral presentations. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**REL 115 Buddhism and the Beats** This seminar examines the encounter of Buddhism and the Beat literary movement in late twentieth century America, focusing on Buddhism's reception and transformation by the Beats, as well as the question of the subsequent influence of Beat Buddhism and the Beat generation on the cultural values of America. The readings are drawn from classic Buddhist texts and eminent Beat authors, including Kerouac, Ginsberg, and Snyder. No prior knowledge of Buddhism is required for this seminar. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**REL 120 Communities of Resistance and Liberation** This seminar takes as its focus the issue of justice for communities of persons whose daily reality is marked by the experience of injustice. Since justice is a central concern for Western religious traditions and is especially important in the field of ethics, the course explores the issue of justice and liberation from injustice by looking at the ways in which various groups, communities, or movements have responded to the reality of living in conditions that do not seem to be fair or just. Examples of some communities that may be examined are these: the Deaf Movement; Palestinians and the Intifada; GLBT Movements; Disability Rights Movement; Womanist/Feminist Theology Movements; Latin American Liberation Theology Movements; White Supremacist

communities. For each group examined, the class looks at the liberation narratives, strategies, and the challenges raised by those narratives. Finally, the class considers these questions: what are our commitments to a just society, and how do we go about building one? Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**REL 125 Zen Insights and Oversights** While Zen may be the most popular form of Buddhism outside Asia, it is also probably the most misconstrued. This course explores Zen in its Asian contexts, examining the interplay between Ch'an/Zen and aesthetics, history, and philosophy, as well as the relation between Zen and such modern developments as nationalism and social discrimination. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**REL 130 Lies, Secrets, and Power** This seminar focuses on the twin human impulses to conceal and reveal. It explores the ethical considerations necessary to protect such values as privacy, autonomy, equality, and public safety and to minimize the potential violence of lies and secrets. Through the use of ethical analysis and case studies found in biography, memoir, and newspapers, the seminar explores truth telling and secrecy in such areas as child development, intimate relationships, medicine, higher education, social sciences, the military, and government. Throughout, the seminar examines power inequalities and how these affect assessments of the defensibility of lies and secrets. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**REL 150 Exploring Bioethics Today** This seminar examines Western philosophical and religious approaches to a range of topics and cases in contemporary Bioethics, especially those posing challenges for public policy. Topic examples include: issues at the beginning of life (abortion, assisted reproduction, embryo controversies such as stem cell research); issues at the end of life (death and dying, assisted suicide/euthanasia controversies, brain death); and issues in between life and death, such as new genetic technologies, enhancement therapies, public health, health care reform and questions of justice for the underserved at the intersection of race, gender, and medicine. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**STS 144 Darwin's Century** This course provides an in-depth examination of the historical context in which Darwin's works on the theory of evolution were produced and received between 1830 and 1870. Through exploring Victorian culture and society, the imperial endeavor, literature and art, politics, and science, students learn about Darwin's world. This provides a cultural and intellectual background for studying the production and reception of Darwin's works during a period of enormous shifts in Victorians' understanding of themselves, their society, and their place in nature. Students develop a strong background in the research questions Darwin set out to solve, a detailed understanding of Darwin's theory, and an appreciation for the fascinating interplay between culture, society, and science. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**STS 155 Scientific Controversy** This course focuses on scientific discoveries or theories that have been controversial. How do scientific controversies arise? What factors—rational, psychological, social, and political—shape the debate? How do scientific controversies end? Students learn general methods for analyzing scientific and nonscientific factors that influence the trajectory and outcome of a scientific controversy. Examples to be treated may include Piltdown Man, Intelligent Design, Cold Fusion, Lysenkoism, Galileo and the Telescope, Spontaneous Generation, and Meteorites. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**STS 166 Science and Theatre** This course examines the ways in which new science, or scientific controversy, is presented on stage. How have playwrights grappled with the challenges to worldviews and

to social order that science can pose? How successful is theater in presenting the social, intellectual, and moral dilemmas raised by science? Students read and analyze a number of plays with science themes, or with scientists as characters, by such playwrights as Christopher Marlowe, Bertolt Brecht, Heinar Kipphardt, Vaclav Havel, Tom Stoppard, Timberlake Wertenbaker, and Michael Frayn. Near the end of the semester, each student will also participate in writing scenes for an original play with a science focus. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

**THTR 111 Making Musical Theatre** This course focuses on the role of writer and the director in the process of making musical theatre. Students are exposed to the history of the musical, with special attention to how the greatest librettists and lyricists shape the structure of the musical. Students engage in active scholarly research about the process of making a musical, but attention is also given to creating original musicals. Particular emphasis is placed on developing students' abilities in making individual aesthetic choices, a key component in the university's core curriculum mission statement. Satisfies the Seminar in Scholarly and Creative Inquiry core requirement.

## Seminar in Writing and Rhetoric

### *Purpose*

In each Seminar in Writing and Rhetoric, students encounter the two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Students in these seminars develop the intellectual habits and language capabilities to construct persuasive arguments and to write and speak effectively for academic and civic purposes.

Only students meeting the Seminar in Writing and Rhetoric core requirement may enroll for these courses. Seminar offerings vary from term to term.

**AFAM 109 Multiracial Identity** Maria Root, considered a pioneer in the study of multiracial people, wrote, "The topic of racially mixed persons provides us with a vehicle for examining ideologies surrounding race, race relations and the role of social sciences in the deconstruction of race." Beverly Daniel Tatum, a developmental psychologist and expert on racial identity formation, observed that the process of multiracial identity formation is potentially fraught with challenges that are personal, societal and environmental. In this course students examine closely what people of mixed race descent write and say about their own identity development in the face of the ideologies of race extant in the United States. Satisfies the Seminar in Writing and Rhetoric core requirement.

**AFAM 110 Imaging Blackness: Black Film and Black Identity** The study of film is a key aspect of visual rhetoric, a growing area of academic interest linking film studies and rhetorical theory. This seminar focuses in on the study of popular, visual images as public argument. As such, the course examines the political economy (ownership, production, dissemination), engages in a textual/visual analysis (what does it say, what meanings are embedded), and examines audience reception of black film (how do audiences understand and use these media images). Such examination is to explore how these films function as public argument advocating particular views of black identity while contesting counter arguments as part of a larger agenda of promoting blacks and shaping U.S. public life. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ART 150 Constructions of Identity in the Visual Arts** How does an individual "show" power, status, or place in society? How are societal norms confirmed or denied in artistic works? In this course visual representations of authority, gender, and identity provide a broad basis for the study and practice of the rhetorical arts. Students become familiar with the elements of persuasive writing and oratory, and learn to refine these skills through exercises based on the analysis of primary texts and secondary literature. By analyzing both the rhetorical expression of visual arts and a variety of

arguments about visual culture, students develop the ability to clearly articulate their own views, and to logically appraise the arguments of others. Extensive written assignments and oral debates emphasize the thoughtful development and expression of students' own perspectives and opinions. Satisfies the Seminar in Writing and Rhetoric core requirement.

**BIOL 150 Science in the News** This course examines how the media presents science to the public, and it offers extensive practice in communication, both written and oral. Students critically analyze the rhetorical devices used in formal scientific communications and mass media science "stories." The class pays particular attention to how and why the "message" changes as it makes its way from scientific publications to the mass media. Students have the opportunity to apply their analytical and rhetorical skills to a "science in the media" topic of their choosing. Satisfies the Seminar in Writing and Rhetoric core requirement.

**CLSC 120 Persuasion and Power in the Classical World** This course examines the rise of rhetoric in fifth century Athens. As soon as men began to teach ways to speak more effectively, citizens began to fear the pernicious effects on a free society of those who could too easily persuade others. Thus even as rhetoric was first being defined there arose a corresponding fear of rhetoric. By reading some of the first evaluations of rhetoric ever written, students gain a greater understanding of written and oral argumentation. The course also follows the development of speech writing into the Republican period of Rome and looks at the polarizing rhetoric employed by the great Roman orator, Cicero. Students learn not only how to argue more persuasively, but also learn how to avoid the seductions of rhetoric by becoming more aware of how persuasive techniques are deployed against them. Satisfies the Seminar in Writing and Rhetoric core requirement.

**CLSC 121 Reacting to the Past: The Threshold of Democracy** Students in this course develop their skills in written and oral argumentation through an exploration of the world's first democratic political system, Athens in the late fifth century BCE. Students first investigate the historical context of the period, to understand both the strengths and weaknesses of the Athenian experiment with citizen rule. Students then engage in an exercise known as "Reacting to the Past." They assume the role of a contemporary Athenian character to debate the restoration of Athens' democracy following the city's disastrous military defeat at the hands of her enemy Sparta. Students read major texts from Greek authors, including Thucydides, Euripides, and Plato, to understand the historical and philosophical issues. As a class, the students must eventually reach decisions on basic questions of political and social order, such as freedom and equality, inclusion and exclusion, rights and responsibilities, law and popular sovereignty. The heart of this course is persuasion: success requires persuading the other characters that their own character's views make the most sense for the future of the Athenian state. Satisfies the Seminar in Writing and Rhetoric core requirement.

**COMM 102 Social Scientific Argumentation** This course considers the nature of social scientific arguments and the standards used to judge "good" social science. Students learn how to read and interpret the literature in social scientific journals, discuss issues related to the philosophy of the social sciences, study basic experimental design, and consider standards of peer review and ethical treatment of human subjects. These issues can be used to explore how social scientific evidence is used to formulate and document public policy arguments. The goal is to encounter two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Satisfies the Seminar in Writing and Rhetoric core requirement.

**COMM 103 Imperialism and Cinema** This course begins with the assumption that cinema plays a constitutive role in discursive formations about race, class, gender, sexuality, nation, empire, and so

forth. Working from this assumption the course explores representations of imperialism, colonialism, and empire across a history of Western feature and documentary film. Although, the course focuses on films of “adventures” the course aims to teach students the basic language of film more broadly through interpretation and close analysis of film as argument, public arguments about film, and via a culminating written research project in which students develop their own interpretive argument about one film’s constitutive role relative to imperialism, race, class, and gender.

**COMM 104 Constitutional Controversies** Students in this seminar examine two different types of constitutional controversies. The first type of controversy concerns what should be included in the U.S. Constitution while the second focuses on how to interpret the specific words, phrases, and clauses that have been incorporated in the Constitution. Examples of the first type of controversy that students examine include the “Connecticut compromise” (the decision in 1787 to create a bicameral national legislature with equal state representation in the Senate) and the debates over adopting the Bill of Rights and the Fourteenth Amendment as well as the failed equal rights amendment. Examples of the second type of controversy that students examine vary and may include debates over the constitutionality of gun control, campaign finance reform, the death penalty, and the scope of Fourth Amendment protections. The seminar enhances students’ understanding of constitutional argument in American history, nurtures students’ ability to analyze and evaluate constitutional arguments, and provides students with opportunities to engage in constitutional argument. Satisfies the Seminar in Writing and Rhetoric core requirement.

**COMM 105 The Rhetoric of Race Relations: From Abolition to Civil Rights and Beyond** This seminar is designed to investigate and analyze American political and social discussions of race. Specifically, the seminar focuses on the process of rhetorical advocacy devoted to the topic of Anglo/African-American relationships. Students engage in the critical analysis of message design and construction; this includes attention to issues of argument strategy, message structure, style and language, and the process of locating a message in its historically specific context. Students learn how to analyze, construct, and present messages of advocacy for particular public policies. The seminar is designed to enhance students’ understanding of the range of strategic options and resources available to public advocates, to nurture students’ abilities to analyze and evaluate public discourse, and to give students experience in advocating for or against public policies governing race relations in American culture. Satisfies the Seminar in Writing and Rhetoric core requirement.

**COMM 107 Rhetoric, Film, and National Identity** This course approaches the study of argumentation using popular film as primary source material. Film texts provide the basis for critical examination of public disputation about the politics of public memory and collective identity. The course is concerned with both argument through film and argument about film in other public venues. This course links film and national identity to gender, race, and social class. Some films included in this course have an “R” rating, such as “JFK” and “Born on the 4<sup>th</sup> of July.” Satisfies the Seminar in Writing and Rhetoric core requirement.

**COMM 108 The Rhetoric of Contradiction in Work-Life** This seminar is designed to investigate and analyze rhetoric of contradictions in work-life. In particular it focuses on the paradoxes of the American work life in public discourse, individual narratives, and social science research. Readings and discussions focus on a number of stock issues facing contemporary workers including, but not limited to: race, gender, class, equal opportunity, family and medical leave, work-life balance, and changing structures in work-life (ex: surveillance and privacy). Students are required to reflect critically upon taken-for-granted assumptions about workers, the workplace, the nature of organizations, and the place of organizations in society. Students read primary texts, allowing them to learn how to

critically analyze message design and construction, including attention to issues of argument strategy, message structure, style and language, and the process of locating a message in its historically specific context. Satisfies the Seminar in Writing and Rhetoric core requirement.

**COMM 109 The Rhetoric of Social Justice** Students investigate and analyze a range of social justice movements, campaigns, and policy controversies (ranging from the nineteenth-century abolition movement to late twentieth/early twenty-first century campaigns for economic and environmental justice). Students examine various messages (speeches, essays, etc.) and analyze arguments and other persuasive strategies (e.g. narrative), language, style, and structure. The seminar enhances students’ understanding of the range of strategic options and resources available to public advocates, nurtures students’ abilities to analyze and evaluate public discourse on various social justice topics, and provides students with opportunities to advocate for and against specific programs and policies. Satisfies the Seminar in Writing and Rhetoric core requirement.

**COMM 110 Contemporary Controversies** This course examines the rhetorical dynamics of three distinct forms of public controversy: controversies over factual claims (e.g. does the phenomenon “global warming” exist?), controversies over value claims (e.g. aesthetic or moral evaluations as in “that is a good film” or “that type of behavior is evil”), and controversies over policy claims (e.g. “the United States should invade Iraq”). In the process of examining these controversies, students encounter the two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Students engage in a variety of activities and exercises and prepare a number of projects designed to develop their fluency in written composition and oral expression and refine their ability to argue in a variety of contexts (e.g. academic, civic). Satisfies the Seminar in Writing and Rhetoric core requirement.

**ECON 102 Controversies in Contemporary Economics** This seminar introduces argumentation through a wide variety of controversial public policy issues and social problems. The class explores how the U.S. economy works and how economic incentives and institutions are related to social problems. For each issue or problem, the class develops a theoretical analysis and evaluation of alternative economic policies. A key aspect of the analysis is evaluating the value judgments inherent in many social policies. Depending (to some degree) on the interests of the students, issues and problems the course addresses include: economic growth, the federal deficit, trade policy, monopoly, poverty and welfare, the minimum wage, environmental degradation, health care provision, the economics of higher education, and the economics of crime. This introduction to augmentation is coupled with developing the student’s skills in oral and written expression. Satisfies the Seminar in Writing and Rhetoric core requirement.

**EDUC 110 Under Construction: Race, Sexuality, and Society** This course is primarily about developing student capacities as writers, rhetoricians, and thinkers. Class members write, argue, and think about how individuals construct themselves and how our ideas construct society. Specifically this course asks participants to think about the ways in which society influences the construction of race and sexuality as personal identities and the ways in which notions of race and sexuality have constructed and continue to construct society. As students examine race, sexuality, and society, they learn rhetorical analysis and how to work with others to write and deliver persuasive, cohesive arguments. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 120 Ideas and Arguments on Stage** A seminar in written and oral argument, focusing on themes raised in and by classical and contemporary plays. The plays challenge us to consider questions of freedom, authority, and responsibility in a civil society and about the competing claims of

past and future, of art and politics, of the individual, the community, and different groups within the community. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 122 Seeing Texts and Writing Contexts** This course emphasizes argumentation and the development of oral and written communication skills. It explores the interaction of verbal, visual, oral, and electronic discourses in representative texts from the fields of literature, the visual arts, and popular culture. This class presents rhetorical techniques and analytical and evaluative methodologies appropriate to college-level work in the liberal arts, and it offers intensive practice in writing, revising, and orally presenting arguments. Students write and orally present a series of arguments about the construction and interpretation of visual and verbal iconography and analyze, evaluate, and discuss the narrative techniques and persuasive strategies employed by verbal and visual texts in established literary and artistic traditions. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 123 Individual Rights and the Common Good** This course focuses on some of the controversies that surround and inform our notions of individual rights and the common good. What freedoms should an individual have? What are the individual's responsibilities to the family or the community? How do we balance competing needs? The class examines texts that raise issues about these questions and explores these controversies orally and in writing. Students also receive practice in analysis and revision as they learn to employ extensive feedback and provide it for others. Argument lies at the heart of this course, but the class also considers how to listen carefully and work for cooperation and consensus rather than antagonistic relationships. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 124 "See What I Mean?": The Rhetoric of Words and Images** This seminar studies two important, ubiquitous phenomena: argumentation and perception. It aims to develop a greater understanding of how we argue in civic settings and of how we see in literal and figurative ways. What are some different, productive ways to look – and look again – at a text? How can we improve the ways we communicate what we see in texts and arguments? To what extent are arguments based in perception, and to what extent is perception a kind of argument? How can we make convincing arguments – in writing and orally – about what we think about when we see? Such questions help to connect argumentation and seeing. The class studies and applies fundamental concepts of *rhetoric* (including argumentation), and serves to strengthen students' abilities to write and speak effectively in academic and civic circles. The class studies ways of analyzing texts, speeches, and visual "texts" like films and architecture. These studies include taking positions, gathering evidence, thinking about what the people we communicate with expect from our writing and speaking, anticipating arguments that oppose our own, changing our minds about issues, arranging presentations and essays for best effect, and so on. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 125 Civic Argument and the Theatre of Democracy** Writing and rhetoric provide students with valuable composition and speaking skills for academic and private life. This course explores the relationship between a vibrant civic theater and politically self-conscious peoples. Some of the artists whose work is read and experienced in the class wrote in climates of political censorship and persecution. Others argue that racism or sexism makes a national theater impossible, for playing to the oppressors is itself a moral capitulation. Each play read invites the class to explore the way that drama can challenge, subvert, support, or critique notions of order, whether of gender, race, class, religion, or politics, being a powerful tool for public argument. Students write three process essays, building written arguments through discussion, prewriting, class presentation, and formal and informal debate. At the end of the semester, students produce a written proposal for oral presentation. Students learn to recognize and employ the elements essential to effective argumentation: concise language

and a clear style, logical signposts and transitions, appropriate use of evidence, and attention to logical fallacies. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 126 Arguing through Literature** This course examines the history, cultural contexts, and distinctive stylistic features and thematic preoccupations of a specific literary genre. In the process, it presents rhetorical techniques and analytical and evaluative methodologies appropriate to college-level work in the liberal arts and offers extensive and intensive practice in writing, revising, and orally presenting arguments. Students write and orally present arguments advancing critical claims about texts written in a specific literary genre and examine the genre's place in and effects upon contemporary culture. Possible areas of inquiry for this course include autobiography, nature writing, the *Bildungsroman*, lyric poetry, or the essay. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 127 An Opinion about Everything** Not only in the academy, but also in private and professional life, arguing carefully considered opinions is a key characteristic of a vital and well educated person. One of the original meanings of to argue is "to make clear." Accordingly, this course explores effective and persuasive techniques in precisely making clear in written and oral communications that which you believe. This course focuses on timely issues in contemporary essays and aesthetic issues in creative literature and film. And, yes, students are expected to have an opinion on everything. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 128 Shaping the Shadow: Argument and Insight** This course treats written and oral presentations as ways to develop critical thought, rhetorical understanding, and the clear expression of ideas in argumentation. Using a variety of texts, including literary nonfiction, fiction, poetry, film and/or visual arts, students draft and revise a series of writing and speaking assignments. The primary goal of this seminar is to learn to compose, present, and evaluate arguments, including how to address opposing arguments fairly (pro/con reasoning) and how to deal with logical fallacies, emotional appeals, stereotypes, and other elements of persuasions. With a growing sense of stylistic elegance, the course also explores aspects of argumentation such as appropriate voice and awareness of audience. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 129 Power and Perception: The Mirror and the Music** This course centers upon the rhetorical dimensions of reading and writing, speaking and listening. The course, at its heart, gives students practice in forming, shaping, and bringing to fruition persuasive, compelling arguments designed to genuinely move an authentic and diverse audience. The course teaches students how to construct arguments that can address a variety of rhetorical contexts; arguments that engage a variety of texts - cultural, visual, written - in a variety of genres and modes, in both written and oral forms. The course involves intensive drafting, polishing, editing, revision; practice in analysis and evaluation of texts; and practice in shaping effective rhetorical distances between writer/speaker and topic, and writer/speaker and audience. This course also helps students create a public speaking voice that is powerful, persuasive, and responsive to a number of different speaking contexts. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 130 Print Culture, Literacy, and Argument in American Life** This course explores contemporary debates about the role(s) of literacy, print culture, and argument in American life as a way to introduce students to making oral and written arguments within the kinds of complex controversies they will encounter in their academic work as well as their civic lives. Course requirements include reading assignments, extensive and intensive writing and revision, participation in writing workshop groups, and class debates and presentations. Through the semester, students learn to read and evaluate print and Web sources, how to write essays and speeches that make persuasive arguments by

drawing on relevant evidence and considering multiple viewpoints, and how to develop awareness of and control over their own writing processes and speaking styles. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 131 Three Big Questions** This course focuses on three fundamental questions that nearly every American must confront. The questions are: Where are you from? What do you do? And what do you want? Each of these questions is explored through the reading of appropriate texts, and through intensive practice in written and spoken presentation of arguments and positions concerning these fundamental questions. The course introduces and develops rhetorical, analytical, and evaluative techniques and methodologies appropriate to college-level work throughout a liberal arts curriculum. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 132 Writing and the Environmental Imagination** Through its study of imaginative writing about the environment, this course provides students with the skills and experience necessary to develop effective written and verbal arguments. Course reading consists of selections of ecologically oriented essays, fiction, and poetry, which are examined for their rhetorical approaches and which serve as both subjects and models for an integrated series of writing assignments. These assignments are revised through collaborative peer review, and are submitted as an end-of-semester portfolio of all student writing, research, and peer evaluation. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 133 Politics of Space, Public and Private** This course examines the political dimensions of public and private space as it is addressed in historical documents, iconographic imagery, fiction, and nonfiction, focusing particular attention on first learning to “read” space and then turning to readings on Western, suburban, and city spaces. In the process, it presents rhetorical techniques and evaluative methodologies appropriate to college-level work in the liberal arts and offers extensive and intensive practice in the writing, revising, and orally presenting arguments. Students write and orally present arguments advancing critical claims about recent local debates about the public good and private interests utilizing course readings and independent research for support. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 134 Architectures of Power** This course is designed to develop skills in analysis, evaluation, and argumentation through an exploration of texts from the historical, literary, journalistic, and visual arts. This class acquaints students with and gives them practice in the methodologies of critical reading, analysis, assessment, and argumentation appropriate to college-level work in the liberal arts, and offers intensive experience in the presentation and revision of oral and written argumentation. Students analyze different modes of argumentation – rhetorical, visual, narrative – and discuss and practice a variety of persuasive techniques and strategies suitable to academic work. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 135 Travel and the Other** Why do we travel? Is it a residue of our itinerant, pre-nomadic past, a desire for leisure and a change of pace, the lure of adventure, or the attraction of meeting new people and ways? This course examines the travel writings of men and women to a variety of places, both remote and close at hand, and explores the politics of what is involved in the encounter with the Other. It considers some of the ways writers have used travel and the encounter with the Other to learn about the world, to leverage themselves into positions of authority, or to learn about themselves. Drawing on travel writings and theories of travel and tourism, students learn to develop the skills of strong oral and written argumentation. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 136 Imagining the American West** This course approaches the study of argumentation, using as its source material interdisciplinary perspectives on the American West as an “imagined”

space. Topical areas of focus within the course include representations of cowboys, Indians, and sodbusters in dimestore novels and cinematic Westerns; historical and modern debates about water rights and the West as desert or blooming paradise; political arguments about Manifest Destiny and slavery; and contemporary legal perspectives on race, law, and property ownership. Course requirements include composition of written and oral arguments, reading assignments, extensive and intensive writing and revision, and participation in writing workshop groups, and class debates. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 137 Representing Multiculturalism** As citizens of the 21<sup>st</sup> century, we hear the words “diversity” and “multiculturalism” in the news, at school, and in the workplace. However, not many people are precise about what they mean or what they value when they invoke these terms. This course examines interdisciplinary representations of United States multiculturalism in literature, political essays, and popular culture. The course discusses a range of approaches to multiculturalism, both critical and celebratory. By the end of the course, students arrive at a working definition of multiculturalism, are able to articulate their relationship to this concept, and begin to address the significance of diversity for their college and professional careers. Because the course offers extensive practice in writing, revising, and orally presenting arguments, students develop critical, rhetorical, and analytical skills appropriate to liberal arts college-level work. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 138 Sub/Urban America** This course introduces students to the essential elements of an education in the liberal arts: critical reading, analysis and assessment, argumentation, and effective oral and written communication. It helps them become more effective in discovering, supporting, refining, revising, and presenting ideas about academic topics, based on the analysis of a variety of “texts” ranging from poetry and fiction to films, history, urban studies, and sociology. In addition, the course investigates the rhetorical—that is, *persuasive*—qualities of various media, through a study of the representations and realities of life in American cities and suburbs, from early urbanization to the contemporary flight to the exurbs. Students consider interpretations of American lifestyles from a variety of perspectives, across generation, gender, class, race. They consider the historical rise of the American city and its recent decline, including the political and cultural changes that have led to the dominance of suburban America and the concomitant crises faced by urban centers. The course includes a final research project that explores these issues through the lens of Tacoma itself. Students work with historical materials from Tacoma’s rich past, including its decline and struggles with poverty, crime, and a changing economic base, as well as the origins, benefits, and limits of its current Renaissance. Students emerge from the course with experience in formulating and revising their own arguments, and with insight into the complex relationship between urban and suburban life that continue to shape America’s political, social, and cultural future. Satisfies the Seminar in Writing and Rhetoric core requirement.

**ENGL 201 Intermediate Writing and Rhetoric** In this course, students encounter the two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Students in this seminar continue their development of the intellectual habits and language capabilities to construct persuasive arguments and to write and speak effectively for academic and civic purposes. The theme for the course is at the discretion of the instructor. Satisfies the Seminar in Writing and Rhetoric core requirement. Students who have completed the core requirement for the Writing and Rhetoric Seminar may not enroll in this course. *Prerequisite: Transfer and second year students only.* Offered Fall semester only.

**EXSC 123 Understanding High Risk Behavior** Setting and achieving goals has defined many adventurers, but oftentimes the romantic meets with the catastrophic. In this course students take a closer look at modern day explorers by critically considering the written and oral work surrounding their feats or attempted feats. By focusing on a specific disaster, the students learn to define community and responsibilities associated with high risk behavior while looking at the situation from many different viewpoints. Students also practice revision and learn to both use and give extensive feedback to written and oral work. Satisfies the Seminar in Writing and Rhetoric core requirement.

**HIST 115 The Crusades** Although the military campaigns that comprised the Crusades lasted only two centuries, their impact on Middle Eastern and especially European culture was far more lasting, and the post-medieval legacy of the Crusades continues to be a matter of scholarly and popular debate. This course examines the evolution of Christian crusading ideologies and the conceptual and geographical expansion of crusading which resulted in the deployment of crusades against Muslims in Spain and the Levant, as well as “pagans” in the Balkans and heretics in Southern France. It considers the crusades from a number of viewpoints, reading primary sources produced not only by western European Christians but by Muslim, Jewish, and Byzantine writers, and addresses the long-term impact of medieval crusading on the early modern and modern world. Satisfies the Seminar in Writing and Rhetoric core requirement.

**HON 101 New World Rhetoric** The first year seminar in Writing and Rhetoric provides students with valuable composition and speaking skills for academic and civic life. The major purpose of this course is to demonstrate to students that argumentation in academic writing and speaking prepares citizens for the kind of engagement essential to a functioning democracy, where diversity and pluralism often make even a shared language problematic. However, the model of argument in this course is not exclusively “agonistic” or bent on imposing upon an adversary one point view. Argument, like literature—the vehicle whereby students study differing points of view—is experiential, deeply ethical, and morally complex. Course readings focus on the way the discovery of the New World required late medieval and early modern writers to develop a new language to explore a new ontology or paradigm of reality. Students read travel literature, plays, and novels that complement the readings in Honors 211; the focus of Honors 101, however, is on the *process* of academic writing, from the development of a thesis or arguable assertion through prewriting to the final draft, polished through extensive revision. *Prerequisite: Admission to the Honors Program.*

**HUM 121 Arms and Men: The Rhetoric of Warfare** This course explores the words, actions, thoughts and feelings of the individual amidst the catastrophe of war. The course treats a wide variety of materials from the ancient world to the present, including history, epic, lyric poetry, novels, memoirs, letters, film, and deliberative and commemorative oratory. Students explore the ways in which various rhetorical and narrative treatments of soldiers and of war offer us understandings of the subjective experiences and ethical choices of ordinary and extraordinary people under extreme stress and facing horrendous challenges. The course also intends to consider notions of the individual, the community, and civilization (with all that word implies), against the backdrop of the chaotic action of war and combat. Fall 2010 Topic: Arms and Men: The Rhetoric of War in the Twentieth Century. Satisfies the Seminar in Writing and Rhetoric core requirement.

**MUS 123 Music Criticism** This course centers on the exploration of historical and philosophical aspects of Western music criticism in the 19th and 20th centuries. Students read and respond to examples of criticism from a variety of sources, and generate and revise critical essays of their own in response to a rock album and a classical performance on campus. Students give presentations on controversial issues in contemporary music. The semester culminates with a portfolio of selected

revised writings, introduced by a thoughtful statement of each student’s own principles and priorities as a music critic. Satisfies the Seminar in Writing and Rhetoric core requirement.

## Connections

### *Purpose*

The purpose of this core area is for students to develop an understanding of the interrelationship of fields of knowledge. The Connections core course is normally taken after completion of all other university core requirements, in the junior or senior year, and must be taken at Puget Sound.

**AFAM 346 African Americans and American Law** This course explores the relationship between African Americans and American law, especially but not exclusively American constitutional law. The first part of the course examines important antebellum cases such as Scott v. Sanford (Dred Scott). The second part of the course traces two conflicting trajectories of legal decisions that emerged as the federal courts sought to determine whether and how the fourteenth amendment altered race relations in America. The final part of the course begins with the landmark Brown decision and then examines two important domains of American law: race, law, and American educational practices (e.g. desegregation, busing, affirmative action, school assignment policies) and race, law, and the workplace (e.g. employment discrimination, affirmative action). Satisfies the Connections core requirement.

**AFAM 355 African American Women in American History** This course examines the distinct historical experience of African American women and explores the importance of race and of gender in the American past. Some of the topics 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 is an important component of the course. Readings emphasize the use of primary sources ranging from slave narratives to contemporary fiction. Satisfies the Connections core requirement.

**AFAM 401 Narratives of Race** This course takes as its central object the idea of race. Race is understood as a social construct that designates relations of structural difference and disparity. How race is treated is a crucial issue in this course. It is in this question of “the how” that the term *narrative* becomes salient. The term *narrative* intentionally focuses attention on the material practices through which we have come to define race as a social construct. This terminology, “narratives of race” spotlights an interest in investigating the historical events and visual and verbal images employed in the linking, patterning, sequencing, and relaying our ways of knowing race and its social relations. Implicated in the construction of race is its production and deployment of the moral and intellectual values that our academic disciplines bear. In considering such values as part of the investigation, this course includes careful comparative analyses of the ways in which the disciplinary systems of ontology, epistemology, aesthetics, and politics are used in the making and remaking of the academic and social grammars of race. Thus the analysis necessarily includes an intertextualization of the several academic disciplines engaging the question of race. Satisfies the Connections core requirement.

**ASIA 341 Asia Pop!** For the first half of the twentieth century, China and Japan were most often viewed as sites of imperialism and war. During the second half of the twentieth century, discussions of Japan focused on its economic boom while discussion of China focused on the entrenchment of the Chinese Community Party. While this course gives attention to major political and economic developments in East Asia during the past century, the focus is on East Asia as a site of cultural pro-



duction. Among the sources are critical essays in the 1910s meant to spur China towards literary and cultural revolution, anime that explores post-apocalyptic visions of Japan, and Mandopop songs that contemplate what it means to be young and modern in China today. All of these sources examine interactions within East Asia and between East and West in the development and dissemination of popular culture during the past century.

**ASIA 344 Asia in Motion** This course explores the interactions of Asian peoples – the commodities, social practices, and ideas which they produce – across borders, both political and imagined. The course crosses disciplinary borders, as well, drawing upon divergent materials from the humanities and social sciences in an attempt to do justice to a contemporary context that could be called “Asia in motion.” An underlying thesis holds that, since nineteenth-century colonialism, nations in the “West” and “Asia” participate in a global, dialectical movement in which notions of identity (national, cultural, ethnic, religious, territorial, linguistic) share moments of fluidity and fixity. *Prerequisite: two Asian Studies courses or permission of instructor.* Satisfies the Connections core requirement.

**CONN 302 Ethics and the Other** This course provides an opportunity for students to examine the contours of an ethical framework of responsibility by exploring contemporary moral and religious narratives about the “other” from a multicultural and interdisciplinary perspective. Students learn to apply various ethical theories to particular issues and dilemmas, such as race-class-gender, violence, sexuality, and issues of “difference.” Satisfies the Connections core requirement.

**CONN 304 The Invention of Britishness: History and Literature** This course addresses the question what it means to be British through historical and literary texts. Beginning with the premise that Britishness is not innate, static or in any way permanent, but “invented” and constantly constructed and deconstructed, this course traces the development of British national identity from its origins in the eighteenth century to the present. Students read both historical and literary works that elucidate the changing meaning of “Britishness” as the state expanded and collided with its counterparts on the British Isles and its imperial holdings in other countries. The course examines the formation of “racial” identities as they intersect with class and gender identities. Satisfies the Connections core requirement.

**CONN 312 Biological Determinism and Human Freedom: Issues in Science and Religion** This course is an interdisciplinary investigation of some of the profound issues raised by science and religious ethics. Students explore the intersection between theology, bioethics, and biological science, and consider the implications inherent in the uses of science. The question of human freedom and responsibility enters the discussion at each level of investigation as students consider how science and human freedom influence some of our most deeply-held theological assumptions. Satisfies the Connections core requirement.

**CONN 315 Democracy, Ancient and Modern** This course explores two very different fields: ancient history and political theory. The object of investigation is classical Greek and modern American democracy and the relationship between them. The Athenian experiment in democracy stimulated the development of the Western tradition of political theorizing and encouraged a new conception of justice that has striking parallels to contemporary theories of rights. But Athenians never embraced the notions of inherency and inalienability that have placed the concept of rights at the center of modern political thought, and thus may appear as at once strangely familiar and desperately foreign. The issues and tensions examined in the course are basic to both history and political theory: individual and state, freedom and equality, inclusion and exclusion, rights and responsibilities, law and popular sovereignty, cultural ideals and social practice, and the contradictions between the ideals of the people have in the power and the reality of the systems in which people live. *Prerequisite: one class*

*in either Classics or Politics and Government.* Satisfies the Connections core requirement.

**CONN 318 Crime and Punishment** The U.S. criminal justice system has embraced retribution at the expense of other models of justice. Because retributive punishment hurts and sometimes kills, it is wrong, or it needs justifying. What purposes does punishment serve? Are there alternatives to it? This course explores justice as revenge, retribution, reform, and restoration from the disciplinary perspectives of sociology, psychology, critical theory, religion, and philosophy. The course also explores the effects of crime on victims, while also seeking to understand violent offenders’ moral blameworthiness. Particular attention is given to Christian, Jewish, and philosophical arguments for and against the death penalty. Satisfies the Connections core requirement.

**CONN 320 Health and Medicine** Drawing from the biological, behavioral, and social sciences, as well as ethics and public policy, this course provides 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 developed in this course to personal lifestyle and political decisions, students are 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 the Connections core requirement.

**CONN 325 The Experience of Prejudice** This course uses the disciplinary lenses of psychology and literary studies to examine how the world looks and feels from the perspective of someone who is a member of an oppressed or negatively stereotyped group. The course provides an introduction to the assumptions, scientific methods, and forms of writing used by experimental social psychologists and to theories and research findings bearing on the experience of prejudice. Analysis of literary texts including poetry, fiction, and autobiography provide additional insights into the experience of prejudice. Integration and synthesis occurs by comparing and contrasting the two approaches, using psychology as a lens for analyzing literature, using literature as a source of ideas to inform psychology, and considering how insights gained from both approaches might be used together to create positive personal or social change. Satisfies the Connections core requirement.

**CONN 332 Witchcraft in Colonial New England** This course undertakes the study of witchcraft in colonial New England from a variety of disciplinary and methodological perspectives, drawing upon several of the best recent scholarly attempts to explain witchcraft and witch hunts. Students examine religious, political, sociological, anthropological, psychological, medical, legal, feminist, and cinematic interpretations of witchcraft. In addition to evaluating these disciplinary approaches, students analyze a set of primary sources from a witchcraft case and use multiple methodologies to develop an interpretation of it. Satisfies the Connections core requirement.

**CONN 335 Race and Multiculturalism in the American Context** The objective of this course is to cultivate an appreciation of the intersection of a sociological and historical approach to understanding the complexity and dynamics of race relations and multiculturalism in the American context.

Using scholarly resources from these two distinct disciplinary traditions, the course provides students with a comparative and critical appreciation of the development of race relations in the United States. In examining the concrete historical developments and sociological patterns in race/ethnic relations, the course enables student to develop a more nuanced and comprehensive appreciation of a multidisciplinary approach to the study of race relations and multiculturalism. Through such an integrated approach, students better recognize and understand the unfolding of relations among different racial/ethnic groups; better appreciate current conflicts; and explore the significance of ethnic membership in shaping our social world. Students who have received credit for CSOC 215 may not receive credit for CONN 335. Satisfies the Connections core requirement.

**CONN 340 Gender and Communication** Using gender as the primary focus, this course engages students in critical analysis of the ways in which symbol systems in their cultural contexts function to create subjective spaces (e.g. assign specific roles) for particular groups of people. Students learn how communication practices shape the ways gender is viewed, how these practices constrain or promote resistance, and how individuals and groups negotiate their subjective spaces and “genderized” practices. Students study the role of imagery and language in constructing gendered identities, the social construction of culturally defined categories such as masculinity and femininity, the gendered body, and contemporary trends of theories on gender to examine gender across race, class, nation, and empire. Additionally, students make connections between their everyday lives, their specific disciplinary backgrounds, and the course materials. Satisfies the Connections core requirement.

**CONN 350 Perspectives on Food and Culture** Food is, of course, essential to life, but what kind of food? How much? From where? Prepared by whom? Eaten when? In this course, students develop consciousness of the roles of food in lives and cultures by exploring connections and contrasts between various disciplines and disciplinary methodologies with respect to the study of food. This course examines food from several perspectives, from its nutritional elements, to the economics of how it has been produced, to the ways in which the acquisition and distribution of food has affected world history, to the role of food in celebrating cultural events and in literally and figuratively sustaining culture, to sociological distinctions implied by who prepares and eats what particular foods, to the “foodways” of our everyday lives. Satisfies the Connections core requirement.

**CONN 369 Power, Gender, and Divinity: the Construction of Goddesses** This course compares goddesses as representatives of a culture’s values toward power from various disciplinary approaches including religion, history, and anthropology. By examining the roles of goddesses within the realm of political and religious powers from cross-cultural perspectives in diverse historical periods, students understand how a culture values religious and political powers; its attitudes towards power and sovereignty; and how issues of power, gender, and divinity are inter-related. These comparisons of power help students reflect on their own constructions of religious and political power and their attitudes towards them. Satisfies the Connections core requirement.

**CONN 372 The Gilded Age: Literary Realism and Historical Reality** This course considers the connections between U.S. literature and history in the late-nineteenth-century and beyond, as we study the impact of the Gilded Age (1873 – 1889) on past and present American society. It was an era of growth and industry surpassing any other before it in the history of the U.S. and, some claimed, the world. It was also a time in which a gilded exterior hid a baser, even defective social core, when appearance sought to conceal but could not eradicate an ugly reality. Reading three novels of the time, William Dean Howells’s *The Rise of Silas Lapham*, Mary Lane’s *Mizora: A Prophecy*, and Mark Twain’s *A Connecticut Yankee in King Arthur’s Court*, students gain an understanding of the American realist tradition and consider how this literary genre both represented and reinvented what

was “real” about the Gilded Age. In tandem, students analyze historical texts – works such as Andrew Carnegie’s *Wealth* and Jacob Riis’s *How the Other Half Lives* – and read contemporary perspectives, including those of historians Richard Hofstadter and Allen Trachtenberg. These texts, as well as two films, intertwine and converse with one another, inviting students to observe the interplay between two fields and methodologies that together shaped an influential and lasting myth of American might. Contributing to our understanding are cross-disciplinary conversations and projects that draw upon students’ own areas of interest and expertise. Satisfies the Connections core requirement.

**CONN 373 Hawaii’s Literatures** In this course, students do three main things. First, students read, listen to, view, analyze, interpret, and discuss, by mouth and in writing, selected works of Native Hawaiian and multicultural Hawai’i literatures, both performing and written arts. Second, students examine literary and other cultural expressions of Hawai’i in historical contexts, not only for how contexts and their interplay may affect understandings but also for how literary works and their authors interpret and present history—and influence how we view history. Third, students try to comprehend changes that have occurred over the course of more than two centuries while Hawai’i went from being a recognized, sovereign nation to being a colony of the United States, as these changes are presented in and through Hawai’i’s literatures and histories. Fulfills the Connections core requirement.

**CONN 375 The Harlem Renaissance** This course examines the renaissance of African American literature, music, and visual art that, for the most part, emerges from Harlem, a cultural hub in the 1920s and 1930s. The course also approaches the literature, music, and visual art, as well as the social changes in Harlem, from different disciplinary perspectives, including literary criticism, cultural history, music criticism, art criticism, and aesthetic theory. Students explore social and aesthetic debates that arose during the Harlem Renaissance and connect these to parallel debates today. Students also make connections between and among different artists and thinkers of the period, including Langston Hughes, W.E.B. Du Bois, Zora Neale Hurston, Duke Ellington, Louis Armstrong, Jean Toomer, Jessie Redmon Fauset, Wallace Thurman, Claude McKay, Sargent Johnson, Romare Bearden, Cab Calloway, Bessie Smith, and Walter White. The course invites students to make connections between literature, visual art, and music from the period and between the Harlem Renaissance and their own ideas about art and society. *Prerequisite: Junior or Senior standing.* Satisfies the Connections core requirement.

**CONN 379 Postcolonial Literature and Theory** This course examines the literature produced by and about Britain’s colonial spaces during the process of decolonization, from the late nineteenth-century to the present. It explores texts from Ireland, India, the Sudan, and Trinidad, as well as other former colonies and territories. Authors studied include Joseph Conrad, James Joyce, Tayeb Salih, Sam Selvon, Buchi Emecheta, Salman Rushdie, and Zadie Smith; theorists considered include Gayatri Spivak, Aijiz Ahmad, Homi Bhabha, John Boli, Benjamin Barber, and Lourdes Beneria. This course understands the term *postcolonial* in its broadest sense, with its focus spanning texts written under colonialism that argue for decolonization to texts that address such properly postcolonial issues as neo-colonialism and globalization. The study of fiction and postcolonial theory is complemented by readings drawing from political theory, sociology, gender studies, and economics. Course requirements include active participation, discussion leadership, a conference-style presentation, two short essays, and a final project. *Prerequisite: Junior or Senior standing.* Satisfies the Connections core requirement.

**CONN 381 Environmental Law** This class examines substantive domestic and international environmental law and natural resource law to better understand how those laws relate to businesses in the United States and internationally. Students also consider more general issues related to environmental and natural resource legislation and regulation. These issues include the tension between

business and the environment, the concept of sustainability, the appropriate goals of environmental regulation, the problems of monitoring and enforcement, and the roles of science and risk assessment, including valuation of environmental injuries and environmental benefits. Studies of environmental legal history and environmental ethics are interwoven throughout the course. Students use case method studies, statutes, and legal cases to explore these concepts in contemporary situations. Satisfies the Connections core requirement.

**CONN 387 Never-Never Land** Children are unique in American law as they are caught somewhere between adult and non-existent status. At least in theory the law is separate from individual moral beliefs or institutional ethical standards, but children blur such distinction. This course attempts to examine the evolution and future of children in the American legal system under legal, ethical, and moral perspectives, while likely recognizing that any pure compartmentalization is impossible. The course addresses issues such as when a “child” exists, what rights may exist before birth, the allocation of power between the state and parents, children’s rights within educational frameworks, child abuse and neglect, medical treatment decisions for children, child custody, juvenile delinquency, and limitation on minors’ liberties. While students focus on children, they find that these topics lead to broader issues such as social media and human trafficking. Case law is the primary analytic tool; students also use select readings from narrative, professional, and other sources as necessary to supplement content or structure. Satisfies the Connections core requirement.

**CONN 390 Black Business Leadership: Past and Present** Students in this cross-disciplinary course develop an understanding of both the historical and contemporary experiences of African-American business leaders in the United States. Black business leaders herein are defined as either entrepreneurs or as managers and executives working within for-profit enterprises. Students draw connections and contrasts between critical issues and decisions facing black business leaders past and present by analyzing the influence of racism and prejudice on the evolution of American black capitalism. Among the broader topics are black business intellectualism, business-government relations, gender and black enterprise, and celebrity-athlete entrepreneurship. *Prerequisite: Junior or Senior standing.* Satisfies the Connections core requirement.

**CONN 410 Making a Difference: Exploring the Ethics of Hope** How can someone make a difference? This course examines multiple ways in which people can hope – ways they can believe that a better future is possible. Drawing on biographical narratives, philosophy, music, and film, the course examines the dominant and vernacular understandings of hope, both secular and religious, with the aim of shedding light on this central question of human existence. Satisfies the Connections core requirement.

**CONN 415 Education and the Changing Workforce** This course examines the relationship between the evolving nature of work in the U.S. over the last 50 years and concurrent developments in educational policies. The relationship between work and public education is complex. It is one thing to argue for an education agenda that emphasizes “higher cognitive outcomes” for everyone based on current and future trends in the nature of work in the U.S., yet it may be too much to expect that even a highly successful education system alone can shape and sustain an economy. This course addresses how technology and globalization place new demands on work in advanced economies as well as how these new demands translate into dramatic proposals for changing the nature of public school education in the U.S. and selected Asian countries. A final theme in the course considers the issues of poverty and diversity by examining the children of highly mobile, generally low wage workers and the way they affect public education. Satisfies the Connections core requirement.

**CONN 480 Informed Seeing** Seeing (in contrast to mere “looking”) involves a learned propensity

to notice (or ignore) particular aspects of what is perceived through the lenses of one’s culturally filtered perspectives. Whether these perspectives are “scientific” (involving deliberate doubt and systematic inquiry), “aesthetic” (involving the enjoyment of artfully crafted illusion), or “commonsensical” (involving enormously complicated but unquestioned assumptions about the nature of “reality”), the process of “seeing” (in this more-than-visual sense) can be constantly refined, yielding even more depth of experience. In relation to these ideas, this course explores some of the similarities and differences in the way the world is seen through the perspectives of artists and art educators, cultural anthropologists, photographers, environmentalists, science fiction writers, and filmmakers. These ways of “informed seeing” are applied to selected problems and philosophical questions involving “beauty,” “disruption of meaning,” and “choice.” While there are no prerequisites, students with some previous background in art, literature, anthropology, sociology, and/or environmental studies would be especially well prepared for this course. Satisfies the Connections core requirement.

**CONN 481 Gamblers, Liars, and Cheats** This course challenges students to recognize the ubiquity of probability and risk in their daily lives. The theme of stochasticity is explored through the perspectives of economists, psychologists, investors, entrepreneurs, political scientists, biologists, and of course mathematicians. Students are asked to explore critically the institutions, both formal and informal, which have developed to deal with risk and uncertainty in society. The concept of evidence in law and science is examined. Students also investigate the ways in which we perceive and respond to probability in the world around us. *Prerequisite: MATH 160 or 375.* Satisfies the Connections core requirement.

**ENVR 322 Water Policy** This course focuses on the management of water resources. More specifically, it addresses the tensions and interactions between hydrological principles, economics, and politics during water management decision making processes. This course challenges students to develop an understanding of the interrelationship between different disciplinary fields of knowledge, including those in the physical and social sciences. Students learn about a wide variety of natural processes that determine the distribution and quality of the world’s freshwater resources. Students also learn about the many ways that freshwater resources are affected by human activities at a global, national and local scale. Satisfies the Connections core requirement.

**ENVR 325 Geological and Environmental Catastrophes** This course is a survey of natural and human-influenced geological “catastrophes,” and focuses primarily on four hazards that are relevant to the Puget Sound region: (1) volcanic eruptions, (2) earthquakes, (3) floods, (4) landslides. It examines the relationship of science and other fields, including economics and politics, in the development of policy to help us cope with potential catastrophes. The course reviews some of the scientific literature bearing on each disaster, discusses points of controversy with the scientific community, and considers ways in which our society - primarily government - uses this information to develop hazard mitigation strategies and regulations. Each unit concludes with analysis and discussion of one or more case studies. Satisfies the Connections core requirement.

**ENVR 335 Thinking About Biodiversity** The preservation of biodiversity - of the variety of living organisms here on Earth - has recently become a major focus of scientific and environmental concern and policy. This course draws on perspectives from history, ethics, environmental studies, and conservation biology to explore the ways in which ideas and values have shaped scientific approaches to biodiversity and to the current biodiversity crisis. Satisfies the Connections core requirement.

**HON 401 Some Classics of Islamic, Indian, and East Asian Civilizations** This course explores the classic literature of Islam, India, China, and Japan, and investigates the content of those works of literature, religion, philosophy, and art from the disciplinary standpoints of modern psychology,

anthropology, history, and sociology. The course explores the cultural assumptions in each work that make it a “classic” and interrogates each work from the standpoint of the concept of “self,” “community,” and “the other.” Open to Honors Program students only. *Prerequisites: HON 211, 212, 213, 214.* Satisfies the Connections core requirement.

**HUM 300 Children’s Literature: To Teach and to Entertain** This course focuses on rhymes, fables, and fairy tales—traditional literature parents often still read to their young children, and much of which serves both to teach and to entertain (*docet et delectat*, the Latin dictum). Almost without fail, most collections of nursery rhymes, fables, or fairy tales (indeed most children’s books) have usually been accompanied by illustrations of remarkable aesthetic power. The course commences with a study of the fable as literary form and the Aesopica, followed by a study of tales based on the oral tradition (and of more modern derivation) and the subsequent retelling or butchering of such tales by Disney. Finally, students explore the relationship between text and image in illustrated versions of Mother Goose rhymes from the semiotic perspective—based on reading of works by the American philosopher C.S. Peirce. Satisfies the Connections core requirement.

**HUM 301 The Idea of the Self** This course engages philosophical and literary works from the late seventeenth to the mid-twentieth century that document the emergence of the modern concept of the self. The authors considered explore such questions as, “Is the self static, determinate, and unified, or is it dynamic, ephemeral, and fragmented? Is it autonomous or culturally conditioned? Does it will its own actions, or are these determined by external circumstances? Is it innately good, or evil, or neither?” Working from literary, philosophical, historical, and psychological perspectives, the course traces how early modern thought in the West has variously represented the self, how these representations have reflected and influenced its cultural evolution, and how they remain imbedded in contemporary formulations of selfhood. Authors include Pascal, Hobbes, Bunyan, Locke, La Rochefoucauld, De Lafayette, Franklin, Rousseau, Diderot, Hume, Blake, Coleridge, Wordsworth, Dostoevsky, Freud, Kojève, and Girard. Satisfies the Connections core requirement.

**HUM 303 The Monstrous Middle Ages** Why does monstrosity assume such a visible place in medieval culture? Gothic babwyns (grotesques) gambol in the margins of liturgical manuscripts, function as downspouts on cathedrals, and appear in epics and chivalric romances as forces of both good and evil. This course explores medieval ontology, the nature of creation, and our human ability to know it fully, through the monstrous. The course begins with an art historical introduction to Classical theories of monstrosity reflected in a visual tradition medieval artists and writers inherited. The role of the monstrous in pagan, classical culture serve as a contrast to the place monsters assume in the evolving Christian contexts the course sets forth as interdisciplinary case studies in medieval monstrosity. Each case study sets up a historical context for the study of monstrosity, informed by a specific material and literary culture. Recent research in art history, geography, anthropology, literary history, and cultural studies inform the course’s interdisciplinary format. Satisfies the Connections core requirement.

**HUM 305 Modernization and Modernism** An exploration of late nineteenth and early twentieth century culture of Western Europe and the United States, organized around the concepts of modernization and modernism. The course focuses on the way in which modernist art opposes those values inherent in social and political life at the turn of the twentieth century. Against the background of the elements of modernization, including democracy, education, transportation, communication, and technology, the course considers the work of artists and intellectuals such as Nietzsche, Marx, Wagner, Freud, O’Neill, Lawrence, Joyce, Stravinsky, Kafka, Picasso, and Ives. The course also explores scholarly commentary on both the writers and artists and on the concepts developed to

describe the intellectual and cultural history of the period. The course considers not only the values implicit in the major texts themselves, but also the adequacy of concepts which scholars have developed to explain them. Satisfies the Connections core requirement.

**HUM 309A Nationalism: British and German Nationalism in the Age of Industrialization and Empire, 1700-1919** This course examines the development of British and German nationalism from the perspective of history and literary studies. The course also makes use of the visual arts, film, and song. Students in their papers and exams are asked to draw upon their knowledge of these interdisciplinary materials. By comparing and contrasting the forms that liberalism, conservatism, and socialism took in England and Germany, students become acquainted with a wide range of political and sociopolitical visions of freedom and authority that still inform national conflicts today. Satisfies the Connections core requirement.

**HUM 310 Imperialism and Culture: the British Experience** An exploration of the break-up of the British colonial empire of the 18<sup>th</sup> and 19<sup>th</sup> century as reflected in literature and history. Emphasis is 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 trace the theory of empire in the metro pole and its practice in the colony in both literary and historical works. The course is organized around the interaction of two disciplines: history and literature, emphasizing the ways in which two discourses treat the past. History not only provides an account of the past and therefore a context for literary works, but also incorporates aspects of literary language and method; conversely, literary texts that focus on the past attempt to capture a reality of historical experience. By reading selections from each discipline students are able to gauge how two distinct but related disciplines reflect upon the culture of a particular epoch. Particular attention is given to the British experience in India. Satisfies the Connections core requirement.

**HUM 315 Drama, Film, and the Musical Stage** This interdisciplinary humanities course (theater, music, film) explores the artistic and cultural meanings of selected dramatic works and their treatment in film from Sophocles to Shaw and the ways librettists, composers, and directors have adapted plays to the musical stage and film from Mozart to Bernstein. The course examines not only what has been adapted, discarded, and transformed in musical stage and film versions of dramatic works, but also why particular changes in structure, emphasis, and interpretation were thought necessary and desirable. Students also explore the evolving cultural and aesthetic values from one era to another as they discover what musical stage and film adaptations of plays can reveal about the present as well as the past. Satisfies the Connections core requirement.

**HUM 316 The Lord of *The Ring*: Wagner’s *Ring of the Nibelung*** Richard Wagner’s monumental operatic tetralogy *Der Ring des Nibelungen* (*The Ring of Nibelung*) (1848-1874) constitutes one of the most significant and influential artistic achievements in Western music and drama. Since Wagner is also a one-man interdisciplinary humanities show, to study his work one must address, not only music and drama, but Greek theater, German, Norse, and Icelandic mythology, architecture, set design, and philosophy, in particular Schopenhauer and Nietzsche. The course, which does not require any musical background, will explore scholarly and critical responses to the four operas of Wagner’s *Ring* and also *Tristan und Isolde* and will introduce students to the central issues connecting music and drama, film, philosophy, and the evolving dialogue between art and culture as embodied in these works. Satisfies the Connections core requirement.

**HUM 321 Ancients and Moderns: The Ulysses Theme in Western Art and Literature** This course follows various treatments of the Ulysses story in literature and art and considers how the continual

reinterpretation of Homer's hero reflects aesthetic practice in different genres. The course also identifies certain shifts in cultural, political, and intellectual values over time. The constant re-evaluation and reinterpretation of character (Ulysses) raises interesting questions of tradition, continuity, and discontinuity and tells us much about the cultures who retell Ulysses' story. As is the standard practice in Humanities courses at Puget Sound, the course approaches the "Ulysses theme" from a number of disciplinary perspectives. Credit for HUM 321 will not be granted to students who have completed HUM 304. Satisfies the Connections core requirement.

**HUM 330 Tao and Landscape Art** Taoism is one of the most influential beliefs in East Asia, and is perfectly embodied in landscape art. As a significant visual tradition in the world, this landscape art reveals the complicated relationships between man and self, man and man, man and society, and, above all, man and nature. From an interdisciplinary perspective the course examines the richness of this cultural heritage. The achievements of Taoist landscape art in China, Korea, and Japan are approached through slide lectures, museum visits, creative work sessions, writing assignments, group discussion, and class presentation of research projects. The emphasis is placed on students' comprehension of Taoism and appreciation of landscape art and their capacity to explore the intricate relationships between art and religion. Satisfies the Connections core requirement.

**HUM 335 Japan and the Dutch: A Cross-Cultural Visual Dialogue 1600-2000** Geographically, Japan and The Netherlands (often referred to as Holland) are relatively small countries, never far from the ocean, with large, highly urbanized and literate populations engaged in dynamic civic rivalries. Historically, the relationship between the two has been close. For a long period, the Dutch of "Holland," a major maritime and trading power in the 17th century, provided the Japanese with their window on the world. It was in fact a two-way window, a way, through Dutch merchants, Japan learned of Europe, but also Holland and the rest of Europe (and America) learned of Japan. From a cross-cultural perspective the course examines the richness of the 300/400 years Japan-Dutch artistic relations in a variety of media. The achievements in the visual arts in these countries are approached through illustrated lectures, museum visits, creative work sessions, writing assignments, group discussions, and class presentations of individual research projects.

**HUM 355 Early Modern French Theater and Contemporary American Culture** This course explores cultural crises as depicted through theatre. Discussions revolve around the effects of the Quarrel of the Ancients and the Moderns that influenced theatrical production in early modern France and how this debate informs the depiction of cultural crises in late twentieth-century American theatre. Satisfies the Connections core requirement.

**HUM 370 The Good Life** Beginning with the symbolic representation of life and the fall of humanity in the Garden of Eden, the course explores themes of alienation, the pursuit of happiness, questions of individual and common goods, and the cultivation of The Good Life. Authors central to our enquiry include Epicurus, Voltaire, Marx, Freud, Joseph Pieper, Bataille, and Wendell Berry. Topics included in the study of The Good Life are: power, sex, private jets, chocolate, Protestant work ethics, transcendental gastronomy, leisure, luxury, corporate life, status, gardens, and medieval mountain climbing. The course requires an additional lab section to foster exchange and to contextualize investigation regarding The Good Life with professionals and professors from a broad range of expertise and training in a variety of settings. The lab sections are coordinated with members of the University Garden Club. Offered every other year. Satisfies the Connections score requirement.

**IPE 389 Global Struggles over Intellectual Property** This course examines a wide range of contemporary struggles over global intellectual property, especially patents, copyrights, and trademarks.

Drawing upon and contrasting the disciplines of political science, economics, law, and cultural studies, the course examines how rules governing intellectual property have been established, who benefits from them, and how some people are using political power – and law-breaking – to try to achieve alternative intellectual property systems. Some specific cases that will be analyzed are struggles over generic medicines in developing countries, counterfeiting, music and software piracy, and "bio-piracy." Satisfies the Connections core requirement.

**IPE 405 The Idea of Wine** Wine is a simple thing. The idea of wine, however, is very complicated, since it reflects both wine itself and wine's complex and dynamic social and economic terror of values, attitudes, and interests. Because wine intersects social processes in so many ways, the question of which idea of wine will prevail, or how the contractions between and among the different ideas will be resolved or not, has important implications. This course looks closely at the battle for the idea of wine with special attention to its interdisciplinary aspects and conflicts and consideration of how the globalization of wine has intensified the inherent conflicts. Satisfies the Connections core requirement.

**IPE 427 Competing Perspectives on the Material World** Many sociologists have joined economists in the study of that entity we call the economy. Apart from this interest, however, the two groups share very little in common. The disagreements include the importance of rationality and selfishness, the proper methodologies, the nature of explanation, and even the definition of the field of study. This course surveys the different ways in which economists and sociologists approach the material world and the key debates between them. Satisfies the Connections core requirement.

**LAS 380 Around Macondo in Eighty Days** This course explores the concept of Modernity as it applies to the creation and development of the modern nation with particular attention to the Latin American region. The role of the local and autochthonous cultures versus global and external trends and forces, and the impact of modern inventions and technical developments in an ever-evolving society are examined using literary, historical, and political texts, combined with readings on post-colonialism and post-modernism, globalization and neo-liberalism. These texts inform the reading of the English translation of *One Hundred Years of Solitude*, by Colombian author Gabriel Garcia Marquez, a novel often read as an allegory of the forces at play in the shaping of modern Latin America. This course is taught in English. Satisfies the Connections core requirement.

**LAS 387 Art and Revolution in Latin America** This course combines the disciplines of history and art to consider the ways in which artists participated in and created a visual analogue to the political and social transformations wrought by successful revolutions in Latin America. The interaction of art and revolution in Mexico (from the late nineteenth century to the 1940s) forms the foundation of the course. Its revolution (1910-1920) produced the most successful, vibrant, and internationally recognized artistic formation of national identity of the last century. The final third of the course analyzes and compares the similarity explosive changes that occur in revolutionary Cuba from 1959 and in Nicaragua from 1979-1990. These three revolutions demonstrate a connection between art and politics to a rare degree, as artistic expression (painting, prints, photography, and architecture) become fundamental to both creating, reflecting, and challenging the new order. Satisfies the Connections core requirement.

**STS 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 stresses not only the scientific content of the various cosmologies that have contended for primacy, but also their historical origins and their philosophical implications. Satisfies the Connections core requirement.

**STS 318 Science and Gender** This course explores biological, psychological, and cultural perspectives on the construction of gender. It primarily considers social and biological factors that have been proposed to influence sex differences, gender roles, gender identity, and sexual orientation. Students critically examine various biological and experiential factors that mediate the development of sex and gender differences, and they consider how sex differences, gender roles, and sexual orientation might evolve through natural and sexual selection. Whenever possible, students discuss policy and ethical implications of scientific research on gender and sexuality. Satisfies the Connections core requirement.

**STS 330 The Idea of Evolution** This course provides one of the central frameworks of modern biology, explaining observations, guiding research, and generating new questions. It examines the idea of evolution through studying the history of evolutionary theories. A strong emphasis is placed on developing a sophisticated understanding of the scientific issues and research traditions involved in both the generation and reception of ideas of evolution since the eighteenth century. Guiding questions for the course include: Why and how have particular theories of evolution been developed? What research problems have been at issue in scientific discussion of evolution? The course also examines how and why various religious, political, and cultural factors influenced the production and reception of ideas of evolution. Satisfies the Connections core requirement.

**STS 333 Evolution and Ethics** The study of evolution and ethics – at the intersections between biology, the human sciences and philosophy – has received a lot of attention in recent years. News stories abound that give, in sound byte form, the (often controversial) ethical implications of conclusions regarding evolutionary theory. Drawing upon historical and philosophical approaches, this course provides students with an interdisciplinary framework from which to understand and study such debates. The course examines the historical context of previous discussions regarding the implications of the theory of evolution for ethical theories, and examines modern debates regarding the normative implications that may or may not result from different interpretations of the conclusions of evolutionary biology. Satisfies the Connections core requirement.

**STS 340 Finding Order in Nature** Our knowledge of nature is just that: “our knowledge.” The activity we call “science” is created and pursued by humans in historical time. It certainly reflects the natural world, and is limited by what there is for us to see (or detect where we cannot see). But science also reflects human preoccupations, and is shaped powerfully by what we *want* to see and to know. This leads us to an interesting question: what and how much of science is “out there” and what and how much is “made up”? That is the subject of this course: looking at the “out there” and the “made up” in physics, biology, geology, natural history, and in that branch of mathematical investigation called “complexity theory.” Satisfies the Connections core requirement.

**STS 341 Modeling the Earth’s Climate** One of the most interesting, difficult, and important problems in science is the prediction of the weather. Our ability to predict the weather depends on our understanding of the elements that produce it: global atmospheric circulation, sunshine, wind, cloud cover, sea ice, precipitation, and many other variables. Taken together, these make up the earth’s climate. For more than a hundred years scientists have worked to build models - systems of equations, lines of computer code - that express the relationship of these variables, as a basis for weather forecasting. This course studies the physical basis of climate, the history of attempts to understand

it, climate models and how they work, the potential of such models to help us make policy decisions, and the limits, as we now see them, on our ability to predict the future. Students use Excel spread sheets to construct a sequence of climate models. Although concepts from algebra, physics, and computer programming will be introduced as needed, prior background in these areas is recommended. The class meets for two one hour lectures and one two hour laboratory each week. Satisfies the Connections core requirement.

**STS 345 Physics in the Modern World: Copenhagen to Manhattan** This course examines 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 are 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 are considered. Satisfies the Connections core requirement.

**STS 348 Strange Realities: Physics in the Twentieth Century** In the early Twentieth Century, new experimental evidence encouraged physicists to abandon a consistent and nearly complete description of nature. They replaced common sense notions about the physical world with strange realities based on the new theories of relativity and quantum mechanics. As the physicists’ new explanations of nature grew increasingly counter-intuitive, it became harder for non-physicists to understand precisely what physicists were doing. Without using higher mathematics, this course explores quantum mechanics and relativity as they describe the nature of matter and energy and the structure of space and time. It also addresses how physicists struggled to understand the philosophical implications of the new physical theories, how they worked to express their strange descriptions of nature to both public and professional audiences, and how they maintained public support for their increasingly expensive explorations of nature. Satisfies the Connections core requirement.

**STS 352 Memory in a Social Context** This class provides an intensive introduction to the scientific study of memory, and then examines the application of this science to four important social contexts. These include the social implications of age-related changes in memory, the role of memory in between-individual and between-group relations, the role of memory in the courtroom, and the role of memory in advertising and marketing. Satisfies the Connections core requirement.

**STS 360 Origins and Early Evolution of Life** This course is an examination of the problem of the origin of life on earth. This is a living, unsolved problem in the sciences. The course approaches the problem historically (through the reading of classic papers), observationally, experimentally, and with the aid of computer models. Students approach the problem from the standpoint of biology, chemistry, physics, and geology. The course presupposes high school courses in biology and chemistry. Satisfies the Connections core requirement.

**STS 361 Mars Exploration** A survey of the history, science, and technology of Mars exploration. Topics include the discovery of Mars by ancient civilizations, the first telescopic observations of Mars, the economics and politics of the U.S. and Russian Mars exploration programs, spacecraft design and the technologies needed for planetary exploration, and the future of Mars exploration including a possible manned mission to Mars. The scientific component of this course focuses on the planetary evolution of Mars and the question of whether life might have arisen on Mars. The class also takes a brief look at Mars in popular culture including literature, radio, and film. Satisfies the Connections core requirement.

**STS 370 Science and Religion: Historical Perspectives** Over the centuries the traditions of both science and religion have attempted to improve our understanding of ourselves, society, and the natural world. This course examines the relationship between science and religion. It asks students to critically analyze the various models that have been proposed to characterize that relationship – from one of conflict to cooperation – using a series of historical case studies. Through developing a historical understanding of how people have viewed these important traditions, students obtain a nuanced background from which to develop their own assessment of the relationship between these extraordinarily influential ways of knowing. Satisfies the Connections core requirement.

**STS 375 Science and Politics** There is a long tradition of seeing science as apolitical but historically a complex relationship has existed between science and politics. Scientists work within political structures, and those systems in turn influence what kinds of science are pursued within a given society. Science has also come with norms that make claims about what kind of political systems support the best kind of science. This course draws on historical, sociological, and philosophical studies of science, primary source material from scientists, politicians, and others, as well as literature, film, and cartoons. Students examine issues such as these: the types of science that get done within democratic and totalitarian systems; in communist, socialist, and capitalist societies; how and why science has been harnessed in fights over political authority; and how political decisions direct the scientists' careers and the trajectory of scientific disciplines. Satisfies the Connections core requirement.

DEGREE REQUIREMENTS

Degrees Offered

**Bachelor of Arts with a Major in**

- Art
- Business
- Chemistry
- Chinese
- Classics
- Communication Studies
- Comparative Sociology
- East Asian Languages
- Economics
- English
- French
- French International Affairs
- German
- German International Studies
- Hispanic International Studies
- History
- Humanities
- International Political Economy
- Japanese
- Music
- Philosophy
- Physics
- Politics and Government
- Psychology
- Religion
- Science, Technology, and Society
- Spanish
- Special Interdisciplinary Major
- Theatre Arts

**Bachelor of Science with a Major in**

- Biology
- Biochemistry
- Chemistry
- Computer Science
- Computer Science/Business
- Economics
- Exercise Science
- Geology
- Mathematics
- Molecular and Cellular Biology
- Natural Science
- Physics
- Special Interdisciplinary Major

**Bachelor of Music**

- Elective Studies in Business
- Music Education
- Performance

**Minors Offered**

- African American Studies
- Art
- Biology
- Business
- Chemistry
- Chinese
- Classic
- Communication Studies
- Comparative Sociology
- Computer Science
- Economics
- English
- Environmental Policy and Decision Making
- Exercise Science
- French
- German
- Gender Studies
- Geology
- History
- Humanities
- Japanese
- Latin American Studies
- Mathematics
- Music
- Philosophy
- Physics
- Politics and Government
- Religion
- Science, Technology, and Society
- Spanish
- Theatre Arts

**Interdisciplinary Emphasis in**

- Asian Studies
- Global Development Studies
- Neuroscience

*Note:* Students interested in graduate degree programs in Education, Occupational Therapy, or Physical Therapy should write the Director of Admission, University of Puget Sound, 1500 N. Warner St. #1062, Tacoma, WA 98416-1062 or visit the university website ([www.pugetsound.edu](http://www.pugetsound.edu)).

## Degree Requirements

### General

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

- Earn a minimum of 32 units. The 32 units may include up to 4 academic courses graded pass/fail, up to 2.0 units in activity courses, and up to 4.0 units of independent study. (See regulations regarding transfer credit and activity credit.)
- Earn a minimum of 16 units, including the last 8, in residence at the University of Puget Sound. Residence requirements also exist in core, majors, minors, and graduation honors. (See also the section on study abroad.)
- Maintain a minimum grade-point average (GPA) of 2.00 in all courses taken at Puget Sound.
- Maintain a minimum GPA of 2.00 in all graded courses, including transfer courses.
- Maintain a minimum GPA of 2.00 in all graded courses, including transfer courses, in the major(s) and the minor(s), if a minor is elected.
- Successfully complete Puget Sound's core requirements. (Courses taken pass/fail will not fill Puget Sound core requirements, the foreign language graduation requirement, or the upper division course graduation requirement.) Specific courses satisfying core requirements are listed on Puget Sound's Web page and in the *Bulletin*. Students are reminded that specific courses applicable to the core will fulfill core requirements only during the semester(s) that they are officially listed in a *Bulletin* as fulfilling core.
- Satisfy the foreign language graduation requirement in one of the following ways:
  - Successfully complete two semesters of a foreign language at the 101-102 college level, or 1 semester of a foreign language at the 200 level or above (courses taken pass/fail will not fulfill the foreign language graduation requirement);
  - Pass a Puget Sound-approved foreign language proficiency exam at the third-year high school or first-year college level;
  - Receive a score of 4 or 5 on an Advanced Placement foreign language exam or a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam.

**Note:** Students seeking a substitution for the foreign language requirement must:

- Provide documentation of a learning disability that affects the ability to learn a foreign language to the Coordinator of Disability Services. The documentation must be current, thorough, and prepared by an appropriate and qualified diagnostic professional. For details on documentation requirements see <http://www.pugetsound.edu/academics/academic-resources/disabilities-services/>.
- Submit a completed Academic Standards Committee petition form (available in the Registrar's Office) including signatures and recommendations from both the student's faculty advisor and the Coordinator of Disabilities Services. Note: If the Coordinator of Disabilities Services does not support a petition, students may still pursue the substitution by writing a statement to include with their petition explaining their history with learning a foreign language and why they feel unable to successfully complete the requirement. The committee will then evaluate the petition and make a decision, either supporting or rejecting the proposal.
- Propose two courses to substitute for the foreign language requirement. Students are expected to propose courses that they have not already taken and that are outside of the core

requirements and the first major. Students may select two courses from the pre-approved list below or compose an argument for two other related courses with a cultural component. This explanation should accompany the completed petition form.

Foreign Language Substitution Pre-Approved Options.

Students may select two courses from any one area:

- Chinese Civilization: ART 278 Survey of Asian Art, HIST 245 Chinese Civilization, HIST 246 Chinese History 1600 to the Present, REL 234 Chinese Religious Tradition.
  - Japanese Civilization: ART 278 Survey of Asian Art, HIST 247 Japanese Tradition, HIST 248 Modern Japan, REL 233 Japanese Religions.
  - Classics: CLSC 210 Greek Mythology, CLSC 211 Ancient Greece, CLSC 212 Roman History, CLSC 222 Greco-Roman World, CLSC 225 Gender & Tradition in Rome, CLSC 230 Classical Tradition, HUM 210 Power & Culture in Periclean Athens and Augustan Rome.
  - Islam: REL 212 Islam, REL 221 Jihad and Islam.
  - Latin America: LAS 100 Introduction to Latin American Studies, HIST 280 Colonial Latin American History, HIST 281 Modern Latin America.
  - Ancient Israel: REL 200 History and Literature of Ancient Israel, REL 201 History and Literature of the New Testament.
- Earn at least three academic units outside the requirements of the first major, and outside the department/program of the first major, at the upper division level, which is understood to be 300 or 400 level courses or 200 level courses with at least 2 prerequisites (courses taken pass/fail will not fulfill the upper division course graduation requirement).
  - Meet the requirements for a major field of study. A second major or a minor are options for the student. (Courses counting toward the major or minor may not be taken pass/fail unless they are mandatory pass/fail courses.)
  - Complete all incomplete or in-progress grades.
  - File an application for graduation with the Office of the Registrar. Applications are due in September for graduation in the following May, August, or December.

All degree requirements must be completed prior to the awarding of the degree. Degrees are awarded on three degree dates each year in 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 or department requirements at the time of matriculation may be altered or removed from the curriculum before a student reaches graduation. In the case of department requirements, a student must plan alternate courses with the advisor.

Students applying transfer credit to their degree requirements must complete at least the following minimum core requirements at Puget Sound.

- Students entering with freshman or sophomore standing must complete at least a course in Connections plus three additional core areas.
- Students entering with junior standing must complete at least a course in Connections plus two additional core areas.

### Graduation with Honors

University Honors (*Cum Laude*, *Magna Cum Laude*, *Summa Cum Laude*) are awarded to those bac-



## Degree Requirements

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calaureate degree candidates who have exhibited academic excellence and breadth of scholarship. To qualify, a student must have at least 16 graded units and a minimum cumulative grade-point average of 3.70 from 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. No more than 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 semester grades are among the top 10 percent, who have three or more graded units, and who have no incomplete grades or withdrawals for the semester 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 through the Office of Academic Advising by the end of the sophomore year. A major consists of a minimum of 8 units outlined within a department/school or program. One major is required of all graduates. At least 4 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, programs, 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 5 units within the minor area. At least 3 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 8 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 8 more discrete academic, graded units.

## Courses of Study

### AFRICAN AMERICAN STUDIES

Professor: Dexter Gordon, *Director*; Hans Ostrom

Associate Professor: Grace Livingston (on leave 2011-2012)

Visiting Assistant Professor: Renee Simms

Advisory Committee: Nancy Bristow, *History* (on leave Fall 2011); James Jasinski, *Communication Studies*; Jeff Matthews, *Business and Leadership*; Stephen Neshyba, *Chemistry*; A. Susan Owen, *Communication Studies*.

### About the Program

African American Studies is an interdisciplinary program. The program focuses on African American experiences, while recognizing that other academic subjects bear importantly on the understanding of these experiences and should have a place in the African American Studies curriculum. Students in the African American Studies Program acquire a basic knowledge of African American and other African diasporic experiences; develop an understanding of the role of race in African American life and also in the broader social and institutional relations of the United States and other parts of the Americas; become familiar with local, regional, national, and international issues of race, power, and multiculturalism and the implications these have for students' daily lives; and formulate personal critical perspectives that can guide ethical and political actions.

### General Requirements for the Minor

General university degree requirements stipulate that 1) three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the minor; and 3) all courses taken for a minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the minor degree requirements listed below.

### Requirements for the Minor

A minor in African American Studies requires AFAM 101 and four other units, two of which must be at the 300-level or above.

#### 1. Humanistic perspectives: 2 units, one of which is AFAM 101

Always applicable to African American Studies Minor

- AFAM 101, Introduction to African American Studies
- AFAM 205, African-American Literature
- AFAM/REL 265, Thinking Ethically
- AFAM 355, African-American Women in American History
- COMM 291, Film Culture
- COMM 347B, African American Public Discourse
- COMM 370, Communication and Diversity
- CONN 375, The Harlem Renaissance
- ENGL 482, Topics in African American Literature
- MUS 221, Jazz History

Applicable to African American Studies Minor when the course emphasizes African American literature

- ENGL 340, Literary Genre: Poetry
- ENGL 341, Literary Genre: Drama
- ENGL 342, Literary Genre: Prose (Fiction)
- ENGL 343, Literary Genre: Non-Fiction
- ENGL 360, Major Authors
- ENGL 485, Literature and Gender

#### 2. Social-scientific perspectives: 2 units

- CONN 325, The Experience of Prejudice
- CONN 335, Race and Ethnic Relations
- CSOC 213, Urban Sociology: Cities, Regions, and Peoples
- PG 314, U.S. Public Policy
- PG 315, Law and Society
- PG 316, Civil Liberties
- PSYC 225, Social Psychology

#### 3. Race in Context: 1 unit

Courses in this grouping may have no obvious racial content, but those that don't invite students to see the materials of the course from an African American perspective. A 300- or a 400-level course in this area may 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 present their projects, or portions thereof, at an annual gathering sponsored by the African American Studies program.

- AFAM 346, African Americans and American Law
- AFAM 355, African-American Women in American History
- AFAM 401, Narratives of Race
- COMM 322, Television Culture
- CONN 302, Ethics and the Other
- CSOC 103, Social Problems
- CSOC 305, Heritage Languages and Language Policies
- ECON 218, American Economic History
- ECON 241, Urban Economics
- ENGL 447, Studies in Nineteenth-Century American Literature
- ENGL 449, Studies in Twentieth-Century American Literature
- ENGL 481, Asian American Literature
- HIST 152, American Experiences I: Origins to 1877
- HIST 153, American Experiences II: 1877 - Present
- HIST 254, African American Voices - A Survey of African American History
- HIST 280, Colonial Latin America
- HIST 281, Modern Latin America
- HIST 351, Early American Biography and Autobiography
- HIST 359, The United States in the 1960s

HIST 371, American Intellectual History to 1865  
PG 313, American Constitutional Law

#### Notes:

1. Students and/or instructors may propose substitute courses to the director and advisory committee, but approval of such courses should be obtained before the course is taken.
2. A student may apply only two courses taken to fulfill requirements of a major toward 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 their advisors, appropriate members of the advisory committee, or the director.

### Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (page 18 and 34)*. While these courses cannot count toward a major or a minor, the following are recommended for their focus on important aspects of African American Studies.

#### Scholarly and Creative Inquiry

HIST 131, “Let Nobody Turn Us Around”: History and Culture of the Civil Rights Era

#### Writing and Rhetoric

AFAM 109, Multiracial Identity

AFAM 110, Imaging Blackness: Black Film and Black Identity

COMM 105, The Rhetoric of Race Relations

COMM 190, The Discourse of Slavery

EDUC 110, Under Construction: Race, Sexuality, and Society

**Connections courses.** See the *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 43)*.

AFAM 346, African Americans and American Law

AFAM 355, African-American Women in American History

AFAM 401, Narratives of Race

**101 Introduction to African American Studies** This course provides an examination of intellectual and creative productions, developments, and events that have come to be recognized as forming the discipline of African American Studies. The course explores literature, history, popular culture (music, television, magazines, newspapers, movies, film documentaries), and politics as a way to identify the historical and political origins and objectives of Black Studies. It also explores and the 1960’s national and transnational Black Liberation struggles, the early academic and social concerns of Black Studies advocates, the theoretical and critical approaches to Black Studies as a discipline, and the early objectives of Black Studies in relation to present conversations and projects regarding goals of multiculturalism and diversity. Satisfies the Humanistic Approaches core requirements. Offered each semester.

**205 Survey of African American Literature** This course aims to provide a panoramic view of African American literature, from early oral traditions through the first written and published works in the 18th century, and continuing into the era of published slave narratives and early autobiographies. From there the course follows African American literature as its production accelerates and its variety expands after Emancipation, during and after Reconstruction, into the early 20th century. Students study poetry, prose, and drama from the Harlem Renaissance (circa 1919-1934). The latter part of the course concerns literature from the Civil Rights Era, the Black Arts period of the 1960s and 1970s, and more recent decades, when African American literature, criticism, and literary theory achieved immeasurable success and generated enormous influence nationally and globally. Cultivating an informed sense of African American literature as a whole is one major objective of the course.

**265 Thinking Ethically** This course provides students with tools of ethical analysis so that they can think critically about pressing contemporary moral issues, such as friendship and justice. To narrow the scope, the course focuses on ethical methods from Christianity and Western philosophy. Students examine from a multicultural perspective the long-standing philosophical treatment of friendship as a virtue and the Christian challenge to that idea. Are friendships suspect because they are based on preference rather than universal love? Ought everyone to seek friendships that cross divisions related to class or race? The course then turns to health care justice in a global context. Using Haiti as a case study, students examine four different models of justice and what they imply for health care policy. Finally, students address the moral significance of the past for what they ought to do today. Other nations have taken on the tasks of reparative and restorative justice in response to mass murder and tyranny. What might reparative justice mean for Americans given the history of slavery? Should those who bear no direct liability for past wrong be the ones to make things right? Is justice possible? Satisfies the Humanistic Approaches core requirement.

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## ART

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Professor: Zaixin Hong; Michael Johnson; John McCuiston, *Chair*;

Associate Professor: Janet Marcavage; Elise Richman (on leave Fall 2011); Linda Williams

Assistant Professor: Kriszta Kotsis

### About the Department

The Art Department offers Bachelor of Arts degrees in Studio Art and Art History. The two majors are distinct, but students in either major are required to take supporting courses in the other area to ensure breadth and depth in their knowledge of art. Particular attention is paid to the university’s emphasis on writing, and all Art courses include a writing component. The department gives first priority to liberal education. The specific education of artists and of art historians is a very important second priority. Department courses serve majors as well as students who are enrolled for the Fine Arts Approaches core. Careful attention is given to meet the needs of these different student programs.

The department occupies three buildings with Kittredge Hall and its galleries as the nucleus. Approximately six exhibitions are held each academic year in the galleries.

### Art Studio

It is the goal of the department that studio majors should be able to demonstrate a mastery of process, an understanding of the principles of design, a familiarity with art history, and sensitivity to expression in visual language.

The studio areas are well equipped for an institution of our size. Areas of concentration include

ceramics, painting, printmaking, and sculpture. Digital Imaging is offered as an elective. 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 14 students per class, providing opportunities for close relationships between faculty and students. The studio faculty is exceptionally well qualified. All are exhibiting artists, showing their works in national and international competitive exhibitions and museum exhibitions, as well as in regional and local shows.

## Art History

Art history majors develop skills to analyze artwork from a wide range of cultures. This includes the study of methodology for analyzing art in the context of a particular civilization. Written work culminates in the presentation of a major paper that demonstrates the student's ability to apply methods of research and analysis.

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, 19<sup>th</sup> and 20<sup>th</sup> Century European and American Art, Mexican, and several areas of Asian art history. Sophomore level standing or consent of instructor is required for 300 level courses.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

Courses taken to meet the Writing and Rhetoric and Scholarly and Creative Inquiry seminar core requirements may not be used to meet major or minor requirements.

## Requirements for the Major

### *BA Degree/Art Studio Emphasis*

A limited number of seats have been reserved in ART 101 and 102 for prospective studio art majors. Students who plan to major in studio art and wish to take one of these courses should contact the instructor during the advising period prior to Fall or Spring registration week.

- I. Completion of two foundation courses in studio art, specifically ART 101, 102;
- II. Completion of any two of the following art history courses: ART 275, 276, 278; and the completion of one art history course from the following courses: ART 302, 325, 359, 360, 361, 362, 363, 364, 365, 367, 368, 369, 370, 371.
- III. Studio Art tracks (choose A, B, C or D)
  - A. Printmaking: ART 201 or 251, 281, 282, 382, 452, 3-D elective.
  - B. Painting: ART 201, 251, 281 or 282, 350, 452, 3-D elective.
  - C. Ceramics: ART 247, 265 or 266, 347, 348, 454, 2-D elective.
  - D. Sculpture: ART 247, 265, 266, 355, 454, 2-D elective.
- IV. Satisfactory completion of ART 452 or 454 and participation in the Senior Exhibition.

### Notes:

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 Johnson, Marcavage, McCuiston, and Richman.

### *BA Degree/Art History Emphasis*

- I. Completion of ART 101, 275, 276, 278 or 302, 494 and four of the following: 278, 302, 325, 359, 360, 361, 362, 363, 364, 365, 367, 368, 369, 370, and 371.
- II. Art majors with an art history emphasis are required to submit by the end of their junior year a copy of a graded substantial art history research paper (at least ten pages in length) for mid-level evaluation.
- III. Art majors with an art history emphasis are strongly encouraged to complete at least two 300-level art history courses by the end of their junior year.
- IV. Completion of the university's foreign language graduation requirement by taking either 101/102 or 201 in a modern language (Chinese, French, German, Japanese, or Spanish). Students who meet the foreign language graduation requirement through a university proficiency examination in one of these languages will be expected to take and pass a further departmental translation examination. Students who pass a university proficiency examination in a language other than those listed above must consult with the department regarding the departmental language requirement.

Advisors: Professors Hong, Kotsis, and Williams.

## Requirements for the Minor

### *Art Studio Emphasis*

Completion of a minimum of six units to include 1) ART 101, 102; 2) one unit from the following art history courses: ART 275, 276, 278, 302, or 325; 3) three art electives.

### *Art History Emphasis*

- I. Completion of the six units listed as required: ART 275, 276, 278 or 302; two art history units at the 300 level (from the following courses: 302, 325, 359, 360, 361, 362, 363, 364, 365, 367, 368, 369, 370, 371) and ART 494.
- II. Art minors with an art history emphasis are required to submit by the end of their junior year a copy of a graded substantial art history research paper (at least 10 pages in length) for mid-level evaluation.

### Notes

1. The student must have a grade of C or higher in all courses for the major or minor.
2. Courses more than 10 years old will not be applied to an Art Major or Minor.
3. ART 494 is only offered in the Fall Semester.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

### *Scholarly and Creative Inquiry*

**120 Hagia Sophia – Hagia Sophia: From the Emperor's Church to the Sultan's Mosque (6 – 21st c.)**

**130 Graphics: Exploring the Multiple**

**140 Art Theory and Practice**

**160 Chinese Painting in the West**

*Writing and Rhetoric***150 Constructions of Identity in the Visual Arts****Other courses offered by Art Department faculty****HUM 133, Rome and Paris in Early Modern Europe**

Satisfies the Seminar in Scholarly and Creative Inquiry core requirement

**HUM 330, Tao and Landscape Art**

Satisfies the Connections core requirement.

**HUM 335, Japan and the Dutch: A Cross-Cultural Visual Dialogue 1600–2000**

Satisfies the Connections core requirement.

**HON 206, The Arts of the Classical World and the Middle Ages**

Satisfies the Connections core requirement.

**101 Visual Concepts I** This course introduces the formal, perceptual, and expressive elements that form the basis for drawing and two dimensional design. This course addresses the notion of drawing and design as inter-related aspects of a shared visual language. The course focuses on using this language as a means of developing ideas, heightening perceptual awareness, and honing technical skills. Various methods, techniques, and materials are explored. Students who have received credit for ART 109 may not receive credit for ART 101. Available for non-Art majors. Offered each semester.

**102 3-D Foundations** This experience provides students with the opportunity to develop a strong foundation in the dynamics of three-dimensional design. Problems are assigned to help in the understanding of form, space, line, texture, and color as it relates to three-dimensional objects. Available for non-Art majors. Offered each semester.

**201 Visual Concepts II** This course expands on the ideas and techniques introduced in ART 101. Lessons that build technical skills are fused with conceptual inquiries and critical analysis. This course emphasizes the interplay between intellectual, expressive, and material aspects of the creative process as they relate to drawing and 2-dimensional design. Additionally, an examination of contemporary trends in art informs the themes and approaches explored in this course. *Prerequisite: ART 101.* Offered spring term only.

**247 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 combined with demonstrations, critiques, and slide presentations of significant American ceramics and their cultural significance. *Prerequisite: Open to students not majoring in Art. For Art Majors: ART 101 and 102.* Offered each semester and occasionally in Summer Session.

**251 Painting** Students explore the wonders of color relationships, learn how to mix accurate colors, create the illusion of mass and space and manipulate oil paint to create a range of expressive effects. The notion of artistic intention as well as the relationship between expressive content and perceptual elements are emphasized. *Prerequisite: ART 101.* Offered most semesters; will not be offered Fall 2011.

**265 Sculpture/Metal** An exploration of form, mass, structure, surface and scale using steel as the primary medium. Welding construction, forging and shaping are introduced and put into practice through problem solving assignments. *Prerequisite: ART 102.* Students who have received credit for ART 265 Sculpture taken in a fall semester prior to Fall 2008 may not receive additional credit for ART 265 Sculpture/Metal. Offered Fall term.

**266 Sculpture/Wood** This course explores mass, structure, surface and scale using wood as the primary medium. Construction, carving, bending and joinery are introduced and put into practice through problem solving assignments. *Prerequisite: ART 102.* Students who have received credit for ART 265 Sculpture taken in a spring semester prior to Fall 2008 may not receive additional credit for ART 266 Sculpture/Wood. Offered Spring term.

**275 Studies in Western Art I: Ancient through Medieval Art** This course introduces selected monuments produced by the civilizations of the pagan ancient Mediterranean and the Near East, medieval Christian Europe, and the world of Islam, from ca. 3000 BCE to ca. 1300 CE. The course examines a wide range of material – from colossal monuments built for the powerful to humble objects used by commoners, from works of awesome religious significance to lighthearted artifacts of the secular realm – to understand the role art played in the various societies of the ancient and medieval world. Emphasis will be placed on how the monuments functioned within their cultural contexts and how they expressed political, social, and religious meanings. To facilitate the inquiry, the course also introduces terms and principal methods of art historical study. Satisfies the Fine Arts Approaches core requirement. Offered each semester.

**276 Studies in Western Art II: Fourteenth to the Twenty-First Century** This class introduces students to artistic works created in Western Europe and the Americas from circa 1300 CE to the present. Students will learn to discuss how art communicates, while pursuing larger questions of meaning related to the social, cultural, and artistic context in which the works were created. While students will learn to identify stylistic characteristics, particular emphasis is given to how the works complement and/or reflect particular political, spiritual, scientific, or philosophical issues. Discussion and writings stress the interpretive methods of the discipline of art history. Satisfies the Fine Arts Approaches core requirement. Offered each semester.

**278 Survey of Asian Art** This course is a survey of the major artistic traditions of Asia, primarily of China, India, and Japan, from prehistoric times to the turn of the twentieth century. It examines important monuments and emphasizes the interaction of art and society, specifically, how different artistic styles are tied to different intellectual beliefs, geographical locations, and other historical contexts. The course includes a field trip to the Seattle Asian Art Museum. Satisfies the Fine Arts Approaches core requirement. Offered each semester.

**280 William Morris and His World** This course examines the profound influence of William Morris and the Arts & Crafts movement, the Kelmscott Press, how the Arts & Crafts movement was embraced in America and how the ideas of the movement have been translated to today's world. Students examine numerous examples of fine press books and publications from the Art & Crafts movement including essays by Morris, books of the Kelmscott Press, major periodicals (such as *The Philistine and The Craftsman*), images (paintings, decorative arts, textiles, architecture) as well as artifacts of the period and consider how they reflect the artistic and social issues of the time. Students also explore the question: Do the concepts and principles held by Morris and his followers still apply in the 21st century? Satisfies the Fine Arts Approaches core requirement. Offered occasionally; offered Fall 2011.

**281 Beginning Printmaking: Relief and Intaglio** This beginning printmaking class introduces students to basic relief and intaglio printing techniques, in addition to a history of the media. Drawing is an important aspect of the two processes that are explored. Relief processes include transfer methods, safe use of carving tools, black and white and color printing. Intaglio processes include plate prepara-

tion, the application of grounds, methods of biting the plates with acids, chine colle, and printing. *Prerequisite: ART 101.* Offered Fall term.

**282 Beginning Printmaking: Lithography and Screenprint** This beginning printmaking course introduces students to technical aspects and creative possibilities of lithography and screenprinting. Planographic processes that are introduced include stone lithography and plate lithography. Students learn several non-toxic screenprint procedures, including paper and fluid stencils, reduction printing and crayon resists. There is an overview of historical and contemporary works in each area. *Prerequisite: ART 101.* Offered Spring term.

**287 Introduction to Digital Imaging** This studio course provides practical knowledge of the tools necessary to generate and output creative digital images in print. Students learn how to utilize the tools of Photoshop and Illustrator. Students also become familiar with the use of a digital drawing tablet, digital camera, flatbed scanner, and film scanner. The course content includes digital drawing and painting, photography, and typography. Students who have received credit for ART 387 may not receive credit for ART 287. *Prerequisite: ART 101.* Offered every other year.

**302 The Art of Mexico and Mesoamerica** This course introduces the arts of Mesoamerica and Mexico from 1200 BCE to the present. Architecture, sculpture, pottery, and painting of the pre-Columbian and Colonial periods are examined with their ritual functions in mind, focusing on the political and religious contexts of the works. Style is analyzed throughout the course as a product of cultural intersection and transmission, reflecting ongoing adaptation and assimilation rather than the hegemonic expression of one particular culture. Readings and discussions of the 16th and 19th centuries include the reception of “New World” images and objects by European and North American audiences, investigating the power of art to create, confirm, or reject views of other cultures. Counts toward Latin American Studies minor. *Prerequisite: Sophomore standing or above.* Satisfies the Fine Arts Approaches core requirement. Offered every other year; offered Fall 2011.

**323 Angkor Wat and Vijayanagara: a Comparison** This course compares the Cambodian great temple complex of Angkor Wat with the Indian Vijayanagara (the City of Victory) complex. The Angkor Wat sites are replete with temples and other monuments from ninth to thirteenth centuries and the Vijayanagara sites are from fourteenth to sixteenth centuries. Both were primarily Hindu kingdoms, though today Angkor Wat is predominantly Buddhist. Since this course is conducted on location, students visit the major and minor sites to make comparison of location (jungle vs. arid granite boulders), extent of the complexes, architectural form of buildings and the significant bas-reliefs and sculptures. For example, both Angkor Wat and Vijayanagara have numerous bas-reliefs based the Hindu epic, the Ramayana. Students examine and interpret why certain scenes of the Ramayana are selected to reinforce the dominant ideology of the ruler. Thus this course is based on site-specific observation and inquiry accompanied by readings and lectures. Offered only as part of the Pacific Rim/Asia Study Travel 2011-2012 Program.

**325 The Cutting Edge: Art and Architecture Since 1900** This course encompasses an array of styles and “isms.” Not all “cutting edge” art is “modern.” This course explores the artistic trends in the West from 1900 to the present focusing on the relationship of artists and movements to historical and cultural events that shaped the period. Offered every other year; offered Spring 2012.

**347 Intermediate Ceramics** This course examines advanced methods of forming and decorating ceramics. Instruction covers clay bodies, glaze, surface treatment, and the loading and firing of kilns. Group and individual critiques focus on defining and developing a personal style. *Prerequisite: ART*

*247 or equivalent.* Offered every other year.

**348 Ceramics: Handbuilding** This course introduces the student to historical and contemporary approaches to handbuilding with clay. Study is divided between studio approaches to clay fabrication and independent thinking with regard to contemporary issues in ceramics. *Prerequisite: ART 247 or 347 or instructor’s permission.* Usually offered every other year; next offered Spring 2012.

**350 Intermediate Painting and Drawing** Students develop a personal visual vocabulary by making deliberate choices about subject matter and the handling of media. This course combines assignments meant to enhance expressive content and build technical skills with the development of an independent series of paintings. *Prerequisite: ART 251.* Offered every fall semester.

**355 Intermediate Sculpture** This course emphasizes the combination of materials, use of alternative materials, and scale and presentation. Mold making and casting are introduced along with other contemporary sculptural issues such as site work. *Prerequisite: ART 265, 266.* Offered every other year; offered Fall 2011.

**359 Islamic Art** Islamic culture is truly global, encircling the planet from the Islamic Center of Tacoma, WA to the Kaaba in Mecca, to the myriad mosques of Xinjiang Province in China. The history of the Islamic world is equally vast, spanning over a millennium. This course focuses on the history of Islamic visual culture from the 7<sup>th</sup> through the 17<sup>th</sup> century and explores works of art in a variety of media (e.g. architecture and monumental decoration, book illuminations, ceramics, metal-works, textiles, etc.) both from the religious and the secular realms. Art works are examined with particular attention to their original function, context, and intended audience, and are presented from a range of methodological perspectives. Topics of special interest include: formation of Islamic art; functioning and decoration of Islamic religious artifacts and architecture; development of regional styles; interactions of text and image; visual expressions of power and authority; reflections of gender; garden culture. Offered every third year.

**360 Art and Architecture of Ancient Greece** The civilization of ancient Greece has an important place in the formation of Western culture and in the development of Art History as a discipline. This course examines the art produced in Greece and the Greek world from the Early Bronze Age through the Hellenistic period (ca. 3000 BCE to 1<sup>st</sup> c. BCE), with particular emphasis on artistic production of the 8<sup>th</sup> through the 1<sup>st</sup> century BCE. Works of art are examined with particular attention to their original function, context, and intended audience, and are presented from a range of methodological perspectives. Topics of special interest include: gender and the body; images of women; power and visual propaganda; function and decoration of painted pots; narrative strategies; architecture and decoration of sanctuaries; votives; funerary monuments; art of the domestic sphere; the history of the study of Greek art. Offered every other year; offered Fall 2011.

**361 Art and Architecture of Ancient Rome** This course introduces selected monuments of the Etruscan and Roman civilizations from ca. the 8<sup>th</sup> c. BCE to the 4<sup>th</sup> c. CE. Through careful analysis of artworks, the course traces the emergence, flourishing, and eventual disappearance of the Etruscan civilization in Northern Italy in the 8<sup>th</sup>-3<sup>rd</sup> centuries BCE and follows the spectacular development of the city-state of Rome into the vast Roman Empire dominating the Mediterranean and Western Europe. Works of art are examined with particular attention to their original function, context, and intended audience, and are presented from a range of methodological perspectives. Topics of special interest include: interactions between the Greek, Etruscan, and Roman artistic traditions; copying; imperial art and visual propaganda; images of women; art of the non-elite; material culture of urban amenities (e.g.

baths, arenas); art in the domestic sphere; funerary monuments; development of Roman painting and mosaic styles; art of the provinces. Offered every other year; offered Spring 2012.

**362 Art, Religion, and Power in Late Antiquity and Byzantium** This course explores the artistic traditions of the Late Antique and Byzantine periods from the earliest surviving monuments of Christian art of the mid-3rd century to the monuments of the Late Byzantine Empire up to the fall of Constantinople in 1453. The course examines how the interactions between the Greco-Roman, Jewish, and Christian traditions produced the art of Late Antiquity and Byzantium, and accentuates the visual, social, and religious continuities and ruptures between these traditions. Works of art are examined with particular attention to their original function, context, and intended audience, and are presented from a range of methodological perspectives. Topics of special interest include: the formation of Christian art; images of power and authority; representations of gender; the function and decoration of liturgical space; icons, image theory, and the Iconoclastic controversy; depictions of the secular world. Offered every other year; not offered 2011-2012.

**363 Faith and Power in the Art of the Medieval West (7-14th century)** This course introduces the art of Medieval Western Europe from the Period of Migrations through the Gothic Era (7-14th century.) A fundamental social and cultural transformation of Western Europe followed the end of the Roman Empire characterized by the increasing dominance of the Christian Church, the interaction of various cultural and ethnic groups, the development of feudalism, and the eventual resurgence of the Western Roman Empire. The intermingling of the Germanic, Greco-Roman, Early Christian, and Byzantine pictorial traditions produced a distinct visual culture that developed separately from the artistic tradition of the Byzantine East. Works of art are examined with particular attention to their original function, context, and intended audience, and are presented from a range of methodological perspectives. Topics of special interest include the role of relics and pilgrimage, the visual expression of imperial and monastic ideology, revival and rejection of the classical style, function and decoration of liturgical spaces, and the role of words and images in illuminated books. Offered every other year; not offered 2011-2012.

**364 Palace, Villa, Office, and Church: Patronage in Renaissance and Baroque Italy** This course introduces the architecture, painting, sculpture, and small-scale arts created in Italy between ca. 1300 and 1680, organized around the collections of individual and corporate patrons. Civic, domestic, and religious structures and objects are analyzed for their aesthetic and material value and as products of the relationship between patrons and artists. Cities, popes, powerful families, and women commissioned works that confirmed their status in early modern Italy. Readings and writing assignments require that students critically analyze different approaches to the visual material. *Prerequisite: Sophomore standing or above.* Offered every other year; offered 2011-2012.

**365 Nineteenth-Century Art in Europe and the Americas** The period between 1780 and the end of the nineteenth century is marked by myriad social changes and scientific innovations, from revolutions across Europe and the Americas, enlightenment thought, and increasing emphasis on human rights, to the innovation of photography, steel construction, and paint in tubes. This course studies how artists responded to these developments, focusing particularly on the shift from academic works to the rise of modernism and the avant-garde. *Prerequisite: Sophomore standing or above.* Offered every other year; offered 2011-2012.

**367 Chinese Art** This course is an introduction to the foundations of Chinese art from the Neolithic period to the present. It covers the arts of ceramics, bronze, jade, painting, calligraphy, sculpture, and architecture. Emphasis is placed on the relationship of art forms and the socio-polit-

ical forces and intellectual discourses that shaped them. Each class combines lecture and discussion. The course includes two hands-on sessions of Chinese calligraphy and ink painting. Offered every other year; offered Fall 2011.

**368 Japanese Art** This course is a survey of the visual arts of Japan from the Neolithic period to modern times. The course also examines the social, political, and philosophical atmosphere that shaped these arts. Architecture, sculpture, ceramics, and decorative arts are discussed, but painting and woodblock print are emphasized in the later periods. Offered every other year; offered Fall 2011.

**369 Twentieth-Century Chinese Art** This course examines Chinese art in the socially and politically tumultuous twentieth century, which has witnessed the end of Imperial China, the founding of the Republic, the rise of the People's Republic, and the impact of the West throughout the period. The focus is on the art and society from the Cultural Revolution (1966-1976) to the end of the century. Usually offered every other year; not offered 2011-2012.

**370 Buddhist Art** This course is an introduction to the major monuments and movements of Buddhist art in Asia, including China, Korea, Japan, Southeast Asia, and Tibet. Emphasis is placed on the interactions between different Buddhist concepts/schools and the diverse visual forms that represented them. Issues for examination include the evolution of the Buddha's image from aniconic to iconic representation, the development of Buddhist iconography in relation to other religious iconography and secular imagery, the role of patronage, and the relationship of pilgrimage and art production. Each class combines lecture and discussion. Usually offered every other year; not offered 2011-2012.

**371 East Asian Calligraphy** This course provides a comprehensive introduction to the history and techniques of East Asian calligraphy as one of the supreme artistic accomplishments in China, Japan, and Korea. It combines the historical study of this art form with its hands-on practice as an art performance. Emphasis is placed on understanding the multi-functions of calligraphy in East Asian society. Offered every other year; offered Spring 2012.

**382 Intermediate Printmaking** Students further develop their studio practice in the printmaking area. Students focus on one of four major print areas – lithography, etching, relief, and screenprint – or work with a combination of these processes. The collograph is introduced in addition to photo-mechanical and digitally augmented printmaking methods, such as photo-etching, photo-lithography, and laser lithography. Multiple plate color printing and serial imagery may also be explored. Students develop concept and technique within the language of multiples. *Prerequisite: ART 101 and 281 or 282.* Usually offered every other year; offered Fall semester.

**452 Advanced 2D Studio** This advanced studio course in 2D studies is designed to help students develop a coherent body of work. *Prerequisite: ART 350 or 382.* Offered Spring semester.

**454 Advanced 3D Studio** This advanced studio course in 3D studies is designed to help students develop a coherent body of work. *Prerequisite: ART 348 or 355.* Offered Spring semester.

**494 Seminar in Art History** The course is a reading and writing intensive seminar, required for all majors and minors in art history, focusing on the historiography of the discipline, research methods, and methodological approaches in the field of art history. Open only to art history majors and minors in the junior or senior year of study. *Prerequisite: at least three art history courses and the completion of at least one substantial research paper in art history (at least 10 pages and approved by the art history faculty).* Offered Fall 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 LANGUAGES AND CULTURES

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Associate Professor: Jan Leuchtenberger (Japanese), *Director*

Instructor: Mikiko Ludden (Japanese); Lo Sun Perry (Chinese); Judith Tyson (Japanese)

Adjunct Instructor: Elizabeth Chen (Chinese)

### About the Program

The Asian Languages and Cultures (ALC) Program, a component of the Asian Studies Program (see “Asian Studies,” page 80), offers majors, minors and courses of interest to all undergraduates at Puget Sound. Grounded in a strong foundation of languages and cultures, the program draws on the broad expertise of the Asian Studies faculty and complements the Asian Studies Program’s Interdisciplinary Emphasis in Asian Studies and Trimble Distinguished Asia Scholar designations in offering students a focused and comprehensive understanding of the languages, cultures, and literatures of East Asia. The program offers three majors, two minors, courses in the core curriculum, and Chinese and Japanese language courses that fulfill requirements toward the Asian Studies designation and meet the university’s foreign language requirement.

### Choice of Majors

Students may select from three major areas of study:

1. Chinese
2. Japanese
3. East Asian Languages

### General Requirements for the Major or Minor

General university degree requirements stipulate that (1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; (2) students earn a GPA of at least 2.0 in courses taken for the major or minor; (3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

### Requirements for the Major

Each major consists of 10 units.

1. Courses taken for an ALC major may not be used to satisfy requirements for a second ALC major or a minor.
2. Only courses in which a student has received a grade of C- or better may be counted toward the major or minor.
3. Each student must coordinate his or her program with an ALC faculty member. Variation of requirements is possible, as arranged by petition to the Director of Asian Studies.

### Requirements for the Major in Chinese (BA)

- I. Concentration in language and culture

1. Six units in Chinese language, of which at least one must be at the 300 level and taken on the Tacoma campus.
2. Four units of Chinese culture, of which at least two must be at the 300 level or above, taken on the Tacoma campus. Of the four, at least three must be chosen from the following courses: ART 367, 369; HIST 245, 246, 344; REL 234. An additional unit may be chosen from the following courses: ALC 205; ART 278, 370, 371; ASIA 341; HIST 349; HUM 330; REL 332.

### Requirements for the Major in Japanese (BA)

- I. Concentration in language and culture
  1. Six units in Japanese language, of which at least one must be at the 300 level and taken on the Tacoma campus.
  2. Four units of Japanese culture, of which at least two must be at the 300 level or above, taken on the Tacoma campus. Of the four, at least three must be chosen from the following courses: ART 368; HIST 247, 248; ALC 310, 320; REL 233, 328. An additional unit may be chosen from the following courses: ALC 205; ART 278, 370, 371; ASIA 341; HIST 349; HUM 330, 335; REL 332.
- II. Concentration in language and literature
  1. Seven units in Japanese language, of which at least two must be at the 300 level, and one must be either JAPN 360 or 380.
  2. One unit of the following: ALC 205; ENGL 210.
  3. Two units of literature: ALC 310, 320.

### Requirements for the Major in East Asian Languages (BA)

- I. Concentration in Chinese
  1. Eight units in Chinese language, of which at least three must be at the 300 level and at least one must be taken on the Tacoma campus.
  2. Two units of Japanese at the 200 level or above.
  3. An international experience chosen with approval of the appropriate Asian Languages and Cultures faculty member.
- II. Concentration in Japanese
  1. Eight units in Japanese language, of which at least three must be at the 300 level, and one must be JAPN 380.
  2. Two units of Chinese at the 200 level or above.
  3. An international experience chosen with approval of the appropriate Asian Languages and Cultures faculty member.

### Requirements for the Minor (5 units)

1. Completion of a minimum of five units in one language is required for the minor in Chinese or Japanese.
2. East Asian Languages majors may not minor in either language but are encouraged to pursue the Interdisciplinary Emphasis in Asian Studies and Robert Trimble Distinguished Asia Scholar designations (see below).

### Interdisciplinary Emphasis in Asian Studies

All students majoring in the Asian languages are strongly encouraged to augment these majors with the Interdisciplinary Emphasis in Asian Studies (IEAS) offered by the Asian Studies program, thereby enhancing their major with a deeper and broader comprehension of Asian cultures and soci-



eties. Other than the two language units and international experience requirements for IEAS, courses taken for the majors may not be applied to the IEAS designation. See requirements under the Asian Studies listing.

### Robert Trimble Distinguished Asia Scholar

Students pursuing the IEAS designation who demonstrate academic excellence and complete a one-semester senior thesis will achieve the added designation Robert Trimble Distinguished Asia Scholar (DAS). See requirements under the Asian Studies listing.

### International Experience

Not all international experiences are suited for Asian Languages and Cultures majors and minors; therefore, only pre-approved study-abroad coursework may be counted toward degrees in the program. To ensure that credit will transfer, a student wishing to apply study-abroad credit toward a major should consult ALC faculty prior to enrollment. Students with demonstrated financial need who are selected for any Chinese or Japanese language program in Asia are eligible to apply for financial support through the Charles Garnet Trimble Endowment in Chinese Studies.

### Language Houses

Knowing that a residential atmosphere provides strong support for language learning, students are encouraged to participate in the living-language program. Students have the opportunity to live in university-owned houses on campus where they may communicate in Chinese or Japanese and share their enthusiasm for the cultures they study in a small group environment. Films, performances, cooking, and excursions are all inherent parts of the program. For further information and application deadlines contact the Asian Languages and Cultures faculty.

### Spring Festivals

The Asian Languages and Cultures program organizes festivals each spring celebrating the cultures of China and Japan. The Chinese festival coincides with the Chinese Lunar New Year and features a number of activities including calligraphy and tea workshops, traditional cultural displays, and community-based events. Japan Week occurs during the spring cherry blossom season and features movies, speakers, performances, and student-led activities. All Puget Sound students are encouraged to participate in these events.

### Transfer of Units and Placement

Students with previous high school language study may be capable of beginning their language coursework at Puget Sound beyond the introductory level. Heritage students and those with other international experiences, such as study abroad, living with exchange students or other intensive studies should have their language proficiency evaluated by a faculty member. Consult program advisors in the particular language.

Advanced Placement Examinations (AP) with a score of four or five apply toward majors or minors for a maximum of two units at the 200 level.

Asian language coursework completed at other accredited institutions may be accepted toward major areas of concentration for a maximum of four units, with two going toward the language component, and two more units going toward non-language courses. For the minor, only two units of language may be accepted.

ALC transfer students, especially those who have experienced prolonged periods since their last language coursework, will be evaluated on an individual basis. The Asian Languages and Cultures program does not accept or award credit for distance learning courses. The program also reserves the right to exclude a course from a major or 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. Please see “Frequency of Course Offerings” on page 17. The proper course sequence in the first two years of foreign language instruction is 101, 102, 201, and 202. A student who has received a “C-” grade or better in any course of this sequence or its equivalent cannot subsequently receive credit for a course that appears before it in the sequence.

**First-year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

#### Scholarly and Creative Inquiry

##### ALC 105, Aesthetics and Identity in Japanese Culture

#### Asian Languages and Culture

**ALC 205 Great Books of China and Japan** This course explores the important literary periods of China and Japan from the classical periods to the present. Interpreting literary works within their historical context, this course introduces students to various genres and themes that are particular to the culture and society of China and Japan. Satisfies the Humanistic Approaches core requirement. Not offered 2011-2012.

**ALC 310 Death and Desire in Premodern Japanese Literature** One of the most prominent themes of early Japanese literature is a longing for and deep appreciation of beauty coupled with a poignant understanding of its perishability. In this class students read classical Japanese literature from the mid-eighth to the mid-eighteenth century and analyze the works in the context of these major themes of desire and death. In such varied works as *The Tale of the Genji*, *Chūshingura* (the story of the 47 ronin), and the memoirs of Medieval recluses, students explore the different shapes that desire and death take, and how the treatment of these themes changes alongside developments in Japanese culture. Satisfies the Humanistic Approaches core requirement. Offered Fall 2011.

**ALC 320 Self and Society in Modern Japanese Literature** This course is a survey of modern Japanese literature with an emphasis on Japanese writers in the late nineteenth through the twentieth centuries who struggled with questions of identity. The course is organized chronologically and focuses on some of the major authors of the modern period, including Natsume Sōseki, Tanizaki Jun'ichiro, Kawabata Yasunari, and Mishima Yukio. Satisfies the Humanistic Approaches core requirement. Not offered 2011-2012.

#### Chinese

**101/102 First Year Chinese** Introduction to the fundamentals of Mandarin Chinese in four basic skills: comprehension, speaking, reading, and writing. Emphasis is on the development of communicative skills, in both oral and written language. *Prerequisite: 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 Second Year Chinese** Development of oral and written fluency at the intermediate level. Emphasis is on the acquisition of basic sentence patterns and their application in day-to-day situa-

tions. Oral and written assignments on a variety of topics are included to enhance students' control of grammatical forms and communicative skills. *Prerequisite: 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 Grammar and Articulation** This course focuses on patterns, translation, and the use of linguistic structures to articulate ideas in public speaking and composition writing. Course material includes a multimedia component and a grammar review. Students who have completed 300-level courses may enroll for credit. *Prerequisite: CHIN 202 or permission of instructor.* Offered every two years; not offered 2011-2012.

**250 Culture and Communication** This course aims to develop increased accuracy in communication skills utilizing Mandarin Chinese in a cultural context. Emphasis is on oral fluency, comprehension, and the language used in daily life. Course material includes study of films and songs with class activities and discussions geared toward further understanding of the society in which the language is spoken. *Prerequisite: CHIN 202 or permission of instructor.* Students who have completed 300-level courses may enroll for credit. Offered every two years; offered Fall 2011.

**260 Situational Oral Expression** This course integrates linguistic functions and structures with culture via listening, speaking, reading, and writing activities. Course materials are derived from contemporary Chinese film, TV plays, and other media sources. The course focuses on oral fluency in Chinese through class discussions utilizing topics presented in the original media materials and their illustration of language in a cultural context. *Prerequisite: CHIN 202 or permission of instructor.* Students who have completed 300-level courses may enroll for credit. Offered every third year; last offered Spring 2011.

**301 Across the Strait: Cultures in China and Taiwan** Chinese language studies with specific concerns on issues related to popular culture as well as contemporary social and political conditions. This course includes a grammar review and a multimedia component, and aims for development of oral and written fluency at the advanced level with emphasis on reading, writing, and group discussion. *Prerequisite: CHIN 202 or permission of instructor.* Offered every two years; not offered 2011-2012.

**303 Greater China: Commerce and the Media** Chinese language studies in the world of business and media. Areas of exploration include China, Hong Kong, Taiwan and their transpacific Chinese-speaking network. This course includes a grammar review and a multimedia component, and aims for development of oral and written fluency at the advanced level with emphasis on reading, writing, and group discussion. *Prerequisite: CHIN 202 or permission of instructor.* Offered every two years; offered Fall 2011.

**305 From Bamboo Grove to Cyberspace: Chinese Literary Texts Now and Then** Chinese language studies focusing on classical and contemporary literary texts that are available in either traditional or electronic format. This course includes a grammar review and a multimedia component, and aims for development of oral and written fluency at the advanced level with emphasis on reading, writing, and group discussion. *Prerequisite: CHIN 202 or permission of instructor.* Offered every two years; offered Spring 2012.

**307 Through the Cinematic Lens: Old and New China through Film** This Chinese language studies course explores traditional values and contemporary issues via film produced in China, Hong Kong, and Taiwan. The course includes a grammar review and a multimedia component, and aims

for development of oral and written fluency at the advanced level with emphasis on reading, writing, and group discussions. *Prerequisite: CHIN 202 or permission of instructor.* Offered every two years; not offered 2011-2012.

### Japanese

**101/102 First Year Japanese** Introduction and development of the four basic language skills: comprehension, speaking, reading, and writing. Acquisition of two native scripts, Hiragana and Katakana, is emphasized in 101. Emphasis is on basic sentence patterns with basic vocabulary and development of communicative skills in everyday situations. *Prerequisite: 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 Second Year Japanese** Development and practical communication skills by enhancement of oral and written skills at the intermediate level. Previously studied grammatical patterns are consolidated and expanded upon, while new ones are introduced. *Prerequisite: 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.

**230 Kanji in Context** In this course, students develop an understanding of Kanji and Kanji-based vocabulary and its role in Japanese daily life. Special emphasis is on accuracy in Kanji usage in writing and reading. Calligraphy is used to improve Kanji stroke orders and formation. *Prerequisite: JAPN 201 or permission of instructor.* The course may include some grammar review. Not offered 2011-2012.

**250 Popular Culture and Society** This course examines popular culture and society through sources such as manga, animated films, and feature films. These form the basis for reading, writing, and discussion. Special emphasis is placed on speech levels, male/female speech, formal/informal speech levels, informal speech, slang, and regional dialects. *Prerequisite: JAPN 202.* Offered every other year; not offered 2011-2012.

**260 Situational Oral Expression** This course serves those students who have completed JAPN 202 and wish to improve their skills in all areas: oral, aural, reading, and writing. Special emphasis is placed on listening and speaking skills. Class discussion, conversational exercises, reading materials, and writing assignments center on a variety of original Japanese materials, which comment on recent social or cultural phenomena. *Prerequisite: JAPN 202.* Offered every other year; offered Fall 2011.

**301/302 Third Year Japanese** Previously studied grammatical patterns are consolidated and expanded upon, while new ones are introduced. Development of oral and written fluency and reading at the third-year level. Lesson topics focus on current as well as traditional uses. *Prerequisite: 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.

**360 Japanese through Fiction and Film** Students strengthen all four skills of reading, writing, listening and speaking by using original Japanese materials that appear in both written form and as films. Students first read an original novel or short story, building vocabulary and kanji. Later they view the film made of the story, working on listening comprehension. Activities include weekly writing assignments on readings, kanji and vocabulary quizzes, class discussion of the books and films, and writing English subtitles for the movies. *Prerequisite Japanese 302 or equivalent.* Offered every year; offered Fall 2011.

**380 Reading Modern Japanese Prose** Students strengthen reading and writing skills by reading a wide variety of Japanese prose, including newspaper articles and editorials, nonfiction and fiction. Activities include writing assignments and class discussion of the readings, and a significant final research paper and presentation. The final weeks of the class are devoted to peer review of completed work on the research paper, and student presentations of research. *Prerequisite: Japanese 302 or equivalent.* Offered every year; offered Spring 2012.

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## ASIAN STUDIES

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Director: Karl Fields, *Politics and Government*

Visiting Associate Professor: Elisabeth Benard, *Asian Studies and Religion, Pacific Rim/Asia Study-Travel Program Director*

Committee: Elisabeth Benard, *Asian Studies and Religion*; Gareth Barkin, *Comparative Sociology*; Zaixin Hong, *Art*; Priti Joshi, *English*; Nick Kontogeorgopoulos, *International Political Economy*; Sunil Kukreja, *Comparative Sociology*; Jan Leuchtenberger, *Asian Languages and Cultures*; Mikiko Ludden, *Asian Languages and Cultures*; Jim McCullough, *Business and Leadership*; Jennifer Neighbors, *History*; Lo Sun Perry, *Asian Languages and Cultures*; Stuart Smithers, *Religion*; Jonathan Stockdale, *Religion*; Judith Tyson, *Asian Languages and Cultures*

### About the Program

The Asian Studies Program provides courses on Asian cultures, civilizations, and societies, in a broad range that includes East Asia, South Asia, and Southeast Asia, as electives for all students. In the subsidiary program of Asian Languages and Cultures (see below), students may major or minor in Japanese, Chinese, or major in East Asian Languages. The Asian Studies Program also offers a curricular concentration on Asia as a designation on the transcript upon graduation for students in any major who choose this concentration. The designation *Interdisciplinary Emphasis in Asian Studies* reflects the program's multidisciplinary content and interdisciplinary effect. The designation in Asian Studies is not a major or a minor but functions as an enhancement of, or a complement to, any major of a student's choice. (For example, a student majoring in economics or biology could pursue an interest in Asia by fulfilling the requirements and adding the designation.) Fundamental to the program is its invitation to a student who chooses the designation to cultivate her or his intellectual autonomy by exercising flexible choice of courses and participating in cocurricular events. Students in the designation who demonstrate academic excellence and complete a one-semester senior thesis will achieve the added designation *Robert Trimble Distinguished Asia Scholar*. The program also offers the university's unique *Pacific Rim/Asia Study-Travel Program* (see below).

The underlying assumption of all aspects of the Asian Studies Program is that the vast region labeled "Asia" is complex and diverse and that varied Asian peoples and institutions have greatly influenced, and continue to influence, human experience throughout the world. Courses in the program allow students to develop the ability to read difficult texts, to understand and to formulate abstract ideas, and to make informed judgments about a world of many cultures and about their own society as viewed by others. Faculty members with Asian language and area expertise are members of many different departments, and the Asian Studies Program brings together courses from multiple departments and programs for interdisciplinary engagement. Some courses, such as ASIA 344, as well as Asian studies courses in the Humanities Program, are interdisciplinary in themselves.

### Subsidiary programs

#### *Asian Languages and Cultures Program*

The Asian Languages and Cultures Program offers majors and minors grounded in a strong foundation of language and draw on the broad range of culture courses offered by the Asian Studies faculty. The program offers three majors and two minors, as well as Chinese and Japanese language courses that fulfill requirements toward the Asian Studies designation and meet the university's foreign language requirement. For information on major requirements, see Asian Languages and Cultures (page 74).

#### *PacRim Program*

The Pacific Rim/Asia Study-Travel Program (PacRim) is scheduled every three years (next in Asia 2011-2012), and offers a full academic year of courses taught at different locations in Asia. Approximately 25 students participate in the program through a process of formal application; selection is by the university's Study Abroad Selection Committee. Participants prepare in advance of the scheduled study-travel year by passing specified prerequisite courses in the Asian Studies Program and a non-credit course taught by the PacRim Director.

### Additional opportunities

In addition to Asian Languages and Cultures and PacRim, the Asian Studies Program offers special opportunities for all students, including Charles Garnet Trimble Scholarships for selected entering students and Trimble scholarship grants for study abroad in Asia. Furthermore, the program provides a context for the Miki Fellowship for a postgraduate year in Japan and offers a postgraduate English-instructorship at Hwa Nan Women's College in Fuzhou, China. For students seeking the designation in Asian Studies, Trimble Scholarships for continuing upper division students are available. For students seeking the distinguished designation, Trimble summer research grants prior to the senior thesis are also available.

### University requirements

Asian studies courses are represented in the First-Year Seminar program (see list of courses, below), although these do not count toward the designation in Asian Studies. Several courses in the program are options in the core curriculum (in Fine Arts and Humanistic Approaches, as well as Connections), and Chinese and Japanese language courses meet the university's foreign-language requirement. In general, any student may take any course offered in the program without related prior study (although a few upper level courses have prerequisites, as indicated in departmental listings).

### Designation requirements

To qualify for the designation in Asian Studies or the designation in Asian Studies as Robert Trimble Distinguished Asia Scholar a student must meet requirements as specified below. While students self-select their participation in the designation program through declaration of the emphasis on Cascade, each student seeking the designation should coordinate her or his program with the Director of the Asian Studies Program and is encouraged to select a primary or secondary advisor from among the faculty members in the program.

#### *Designation in Asian Studies*

Designation in Asian Studies requires seven approved courses plus approved study abroad (or internship) in Asia:

1. Students may declare the designation through Cascade at any time, but the end of a student's first year or during the second year at Puget Sound is advised. Students may consult the Director of the program for questions about the designation;

- Two units of Chinese or two units of Japanese from language courses listed below, or two approved units of another appropriate Asian language;
- One semester (or summer) pre-approved study abroad or internship in Asia;
- ASIA 344;
- Four approved courses in the program curriculum *exclusive of language courses and ASIA 489 or equivalent* (at least two of the four courses at the 300 or 400 level, at least two of the four courses on campus in Tacoma);
- Good academic standing upon entering the designation program, overall GPA in the program of 2.5 or above, and grades of C- or better in all program courses (no Pass/Fail).

Variation of requirements is possible, as arranged with the Asian Studies Committee by way of the Director of the program. Courses applicable to the designation in Asian Studies have no time limit.

### ***Designation as Robert Trimble Distinguished Asia Scholar***

Distinguished designation in Asian Studies requires eight approved courses plus study abroad (or internship) in Asia:

- All requirements, as above, for designation in Asian Studies;
- One-semester senior thesis: ASIA 489, or approved research seminar course in a department participating in the program (Art, Business and Leadership, Comparative Sociology, Economics, English, History, International Political Economy, Politics and Government, or Religion);
- Overall GPA in Asian Studies courses of 3.5 or above, grades of C- or better in all program courses (no Pass/Fail), and a grade of B- or above in ASIA 489 (or equivalent).

Each student should coordinate her or his program with the Director of the Asian Studies Program. Variation of requirements is possible, as arranged with the Asian Studies Committee by way of the director of the program. Courses applicable to the designation in Asian Studies with distinction have no time limit.

By completion of all requirements for the Pacific Rim/Asia Study-Travel (PacRim) Program, including three units of prerequisite courses (with at least one of the three prerequisite units at the 300 or 400 level), plus language study and ASIA 344 and meeting all other stated requirements, a PacRim student can earn the designation in Asian Studies or the distinguished designation in Asian Studies.

### **Course Offerings: First-Year Seminars**

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (page 18 and 34). First-Year Seminars do not count toward the designation in Asian Studies or the designation of Robert Trimble Distinguished Asia Scholar.

#### ***Scholarly and Creative Inquiry***

- ALC 105, Aesthetics and Identity in Japanese Culture**
- ART 160, Chinese Painting in the West**
- CSOC 125, Culture Wars: A Global Context**
- HIST 129, Mao's China**
- REL 115, Buddhism and the Beats**
- REL 125, Zen Insights and Oversights**

**Course Offerings: Connections courses.** See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 43).

- ASIA 341, Asia Pop! An Exploration of Popular Culture in 20th and 21st Century East Asia**
- ASIA 344, Asia in Motion**
- HUM 330, Tao and Landscape Art**
- HUM 335, Japan and the Dutch: A Cross-Cultural Visual Dialogue 1600-2000**

### **Course Offerings: "ASIA"**

**ASIA 350 Tibet - Real, Imagined, and Perceived** This course examines the country and people of Tibet by three major categories - actual Tibet, imagined Tibet, and perceived Tibet. Studying various perspectives within Tibet and externally from her neighbors, explorers, missionaries, and others, one discovers that the perceptions of Tibet range from land of barbarians to Shangri-la. Satisfies the Humanistic Approaches core requirement.

**ASIA 489 One-Semester Senior Thesis** This course consists of independent research and the preparation of a significant paper of original scholarship. Each student seeking the designation in Asian Studies as Robert Trimble Distinguished Asia Scholar must initiate a topic, identify a supervising instructor in the Asian Studies Program, and develop a plan for research, writing, and public presentation of the project (normally presentation will be in an Asian Studies Colloquium). Alternatively, a student may meet the one-semester thesis requirement for the distinguished designation in Asian Studies by an approved research seminar in a department participating in the Asian Studies Program. For those participating in the PacRim Program, this course requires of students a research and writing project on Asian life and thought working either with the director or another faculty member of the Asian Studies Committee. Each student initiates a topic and conducts bibliographical 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.

### **Course Offerings: Asian Languages and Cultures**

**See listings under the Asian Languages and Cultures Program for course descriptions and other relevant information.**

- ALC 205, Great Books of China and Japan (Humanistic Approaches core)
- ALC 310, Death and Desire in Premodern Japanese Literature (Humanistic Approaches core)
- ALC 320, Self and Society in Modern Japanese Literature (Humanistic Approaches core)
- CHIN 101/102, First Year Chinese
- CHIN 201/202, Second Year Chinese
- CHIN 230, Grammar and Articulation
- CHIN 250, Culture and Communication
- CHIN 260, Situational Oral Expression
- CHIN 301, Across the Strait: Cultures in China and Taiwan
- CHIN 303, Greater China: Commerce and the Media
- CHIN 305, From Bamboo Grove to Cyberspace: Chinese Literary Texts Now and Then
- CHIN 307, Old and New China Through Film
- JAPN 101/102, First Year Japanese
- JAPN 201/202, Second Year Japanese
- JAPN 230, Kanji in Context
- JAPN 250, Popular Culture and Society
- JAPN 260, Situational Oral Expression
- JAPN 301/302, Third Year Japanese
- JAPN 360, Japanese through Fiction and Film

JAPN 380, Reading Modern Japanese Prose

### Course Offerings: Departmental or Other Program (Non-Language)

See separate departmental listings for course descriptions.

ART 278, Survey of Asian Art (Fine Arts Approaches core)

ART 367, Chinese Art

ART 368, Japanese Art

ART 369, Twentieth-Century Chinese Art

ART 370, Buddhist Art

ART 371, East Asian Calligraphy

BUS 371, International Business in Asia

CSOC 203, Anthropological Study of Religion

CSOC 312, Peoples of Southeast Asia

CSOC 316A, Social and Cultural Change

CSOC 323, Tourism and the Global Order (cross-listed as IPE 323)

CSOC 335, Third World Perspectives

CSOC 380, Islam and the Media

CSOC 416, Modern India and Diaspora

CSOC 481A, Minorities of China

ENGL 471, Bollywood Film

ENGL 484, Indian Fiction

HIST 245, Chinese Civilization (Humanistic Approaches core)

HIST 246, History of China: 1600 to Present (Humanistic Approaches Core)

HIST 247, The Forging of the Japanese Tradition (Humanistic Approaches core)

HIST 248, History of Japan: 1600 to Present (Humanistic Approaches Core)

HIST 344, Resistance, Rebellion, and Revolution in China, 1800 to the Present

HIST 349, Women of East Asia

HUM 330, Tao and Landscape Art (Humanistic Approaches core)

HUM 335, Japan and the Dutch: A Cross-Cultural visual Dialogue 1600-2000  
(Connections core)

IPE 323, Tourism and the Global Order (cross-listed as CSOC 323)

IPE 333, Political Economy of Southeast Asia

PG 323, Asian Political Systems

PG 372, Japanese Political Economy

PG 378, Chinese Political Economy

REL 233, Japanese Religious Traditions (Humanistic Approaches core)

REL 234, Chinese Religious Traditions (Humanistic Approaches core)

REL 328, Religion, the State, and Nationalism in Japan

REL 332, Buddhism

REL 333, Asian Women and Religion

REL 334, Vedic Religion and Brahmanism

REL 335, Classical Hinduism

REL 336, Tantra and Alchemy

### *Pacific Rim/Asia Study-Travel Program Prerequisites*

Any three courses, exclusive of foreign-language courses and ASIA 489 (or equivalent), listed above in the "ASIA," Asian Languages and Cultures, and departmental or other program categories.

### *Asian Studies Colloquium*

The Asian Studies Colloquium is a co-curricular series of presentations by guest speakers, special films, and other cultural events to promote campus awareness of, and knowledge about, Asia. Meetings and events occur on an irregular basis and are open to the entire university community and especially to students enrolled in courses listed under the Asian Studies Program. For information, see the Director of the Asian Studies Program.

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## PROGRAM IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

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Advisory Committee: Eric Scharrer, *Chemistry*; Jeff Grinstead, *Chemistry*; John Hanson, *Chemistry*; Mary Rose Lamb, *Biology*; Andreas Madlung, *Biology*; Mark Martin, *Biology*; Amy Odegard, *Chemistry*; Alexa Tullis, *Biology*

The Biochemistry and Molecular Biology Program is interdisciplinary, with foundations in Chemistry and Biology. The two degrees that are offered are distinguished mainly in emphasis: a degree in Biochemistry emphasizes the chemical basis of biological systems, while a degree in Molecular and Cellular Biology emphasizes how molecules affect biological phenomenology. Differences in coursework reflect these different emphases.

Students interested in a degree in Biochemistry should consult the Chemistry section in this *Bulletin* (page 103).

Students interested in a degree in Molecular and Cellular Biology should consult the Biology section in this *Bulletin* (below).

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## BIOLOGY

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Professor: Joel Elliott, *McCormick Professor of Natural Sciences*; Susannah Hannaford, *Chair*; Betsy Kirkpatrick; Mary Rose Lamb; Andreas Madlung; Wayne Rickoll; Alexa Tullis; Peter Wimberger

Associate Professor: Alyce DeMarais, *Associate Dean*; Mark Martin (on leave Spring 2012); Leslie Saucedo; Stacey Weiss

Visiting Assistant Professor: Peter Hodum; Gregory Johnson; Christina Walcher

Instructor: Joyce Tamashiro

Director, Slater Museum of Natural History: Peter Wimberger

### About the Department

The Biology Department offers a breadth of courses in modern biology for science majors and courses on contemporary topics in biology for non-majors. Science education for non-majors is provided through a number of courses that meet first-year seminar, Natural Scientific Approaches and Connections core requirements. The curriculum for majors covers modern biology from molecules and cells through organisms, populations, and ecosystems, and emphasizes the conceptual, historical, and technical progression of biological science. Specialization in specific areas of biology is made

possible by offering a variety of advanced elective courses. The Biology major can be used as preparation for graduate school or professional careers in the health sciences and secondary teaching.

The Biology Department promotes close contact between faculty and students through faculty-taught laboratories and a highly organized student/faculty research program. The department has well-equipped programs for faculty-directed student research in areas such as cell and molecular biology, physiology, ecology, and evolutionary biology. 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.

The curriculum offered in the Biology Department enables students to

1. Acquire introductory and in-depth learning in the field of biology through classroom and laboratory exercises;
2. Develop intellectually through the practice of the following skills:
  - Learning from oral presentations and reading
  - Communicating clearly and well both orally and in writing
  - Locating and analyzing scientific literature
  - Analyzing and solving problems
  - Engaging in scientific observation and experimentation in both the field and in the laboratory
  - Engaging in quantitative analysis, graphing of data and the use of statistics in data evaluation;
3. Work comfortably with the extensive array of techniques and instrumentation used in biological research;
4. Collect, interpret, and present scientific data in written reports;
5. Understand the relevance of biology to contemporary issues and problems in society;
6. Acquire a broad background in biology to provide a basis for sustained professional development.

## General Requirements for a degree in Biology or Molecular and Cellular Biology

The Biology and Molecular and Cellular Biology degrees offered at Puget Sound are based on similar principles. Both degrees are rooted in the fundamentals of living systems, their relationship to each other, their evolution, structure and function. Both degrees further emphasize the use of experimental approaches and the development of scientific writing skills. The Biology degree offers a broad approach to the living world stressing both molecular-cellular aspects and organismal-ecological aspects of life. In contrast, the Molecular and Cellular Biology degree emphasizes the molecular and genetic basis of organisms and the biochemical adaptations and pathways that unify and distinguish them. In both degrees, students develop interdisciplinary skills in biology and chemistry.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Bachelor of Science in Biology

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

1. Biology core courses: BIOL 111, 112, 211, 212, 311 and one unit from the following: 332 or 334;
2. Biology electives: Three additional units in biology courses numbered at 312 or above, excluding 398. GEOL 306 (Fossil Record) may count as one of the three units. CHEM 461 may count as one of the three units. One unit may count toward the major from the research or independent study courses: BIOL 390, 392, 490, 491, 495, 496;
3. Three units in chemistry: CHEM 110, 111 or 230, 250;
4. One unit of mathematics: MATH 180 or 181;
5. Three additional units from the following: One unit from BIOL 312 or higher; CHEM 251 or higher; CSCI 161 or higher, ExSci 222; Geology; MATH 150 or higher; NRSC 201; PHYS 111 or higher.

## Requirements for the Bachelor of Science in Molecular and Cellular Biology

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

1. Four units in Biology: BIOL 111, 212, 311, 404
2. Six units in Chemistry: CHEM 110, 230, 250, 251, 460, 461;
3. Two units of Mathematics: MATH 180, 181; MATH 160 or MATH 260 may substitute for MATH 181.
4. Two units of Physics: PHYS 111/112 or 121/122;
5. Two additional units in Biology, one of which must be at the 300 or 400 level (excluding 398), and which can include one unit of research credit (BIOL 390, 490, or 491). Students with an interest in evolutionary, environmental, or ecological applications of molecular biology should strongly consider BIOL 112 and 360 as their electives. Students may not use BIOL 361 to satisfy this requirement.

## 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; GEOL 306, Fossil Record, may count as one of the two units). BIOL 398 may not count towards the Biology Minor.

### Notes

1. The following courses do not satisfy major or minor requirements: BIOL 101, 201, 398, 498, or 499; INTN 497.
2. Students majoring in Molecular and Cellular Biology may not also major or minor in Biology, Chemistry, or Biochemistry. There is no minor in Molecular and Cellular Biology.
3. Majors are encouraged to participate in the undergraduate research program within the department. Courses in the undergraduate research program include Directed Research (290/390/490), Introduction to Biological Research (392), Science and Mathematics Seminar Series (398), Biology Colloquium (201), and Senior Thesis (491). Students may begin doing research with faculty members at any time in their career. Students who wish to do a senior thesis project should enroll in Biology Colloquium, Introduction to Biological Research, and either one unit of Senior Thesis or one unit of Senior Directed Research (490) and one of Senior Thesis (491). Students may count one unit of research (390, 490, or 491) as one of the advanced Biology electives required for the degree. Students doing research must consult with and gain approval from a Biology faculty research adviser, and must submit a research proposal.
4. 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.

5. 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.
6. All courses required for the majors 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. Biology activity classes (BIOL 201, 398) cannot be applied towards the Biology majors or minor.
7. 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.
8. Coursework completed more than ten years prior to completion of degree requirements may not be counted towards fulfilling degree requirements for the majors or the minor.
9. At least two of the Biology electives and one of the Molecular and Cellular Biology electives must be completed on the Puget Sound campus.
10. For Biology majors, at least two of the Biology elective courses (BIOL 312 and above) must have a lab component. One unit of Junior or Senior-level Research (BIOL 390, 490, or 491 can be used to fulfill one of these lab course requirements.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

### Writing and Rhetoric

#### 150 Science in the News

### Scholarly and Creative Inquiry

#### 140 Novel Genetics

#### 157 Genetic Determinism: Are We Our Genes?

#### 240 Mysteries of Biology: Solved and Unsolved

#### 243 What's for Dinner?: Food & Health, Politics & Environment

### Other courses offered by Biology Department faculty

#### CONN 312, Biological Determinism and Human Freedom: Issues in Science and Religion

Satisfies the Connections core requirement. See *Connections in the Core Curriculum* section of this Bulletin for course description (page 43).

#### ENVR 335, Thinking About Biodiversity

Satisfies the Connections core requirement. See *Connections in the Core Curriculum* section of this Bulletin for course description (page 43).

#### ENVR 400, Senior Seminar in Environmental Studies

#### NRSC 160, The Broken Brain

Satisfies the Scholarly and Creative Inquiry core requirement. See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course description (page 18).

#### STS 318 Science and Gender

Satisfies the Connections core requirement. See *Connections in the Core Curriculum* section of this Bulletin for course description (page 43).

**101 Introduction to Biology** This course introduces the organizing principles of biology through a study of selected cellular, organismal, and ecological systems. Relevant topics are used to illustrate fundamental concepts. The course takes a thematic approach in which the chosen examples relate to a particular topic. In the fall, the course emphasizes organismal and ecological issues, while in the spring the course emphasizes cellular and medical issues. 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. Credit for BIOL 101 will not be granted to students who have completed BIOL 111 or 121. Students who decide to major in Biology after receiving credit for BIOL 101 should talk to the Biology chair. Satisfies Natural Scientific Approaches core requirement. Offered each semester.

**111 Unity of Life: Cells, Molecules, and Systems** A contemporary approach to the major themes of modern biology. Sub-cellular, cellular, genetic, and physiological aspects of biological systems are explored in the context of the scientific process. Laboratory is required. Satisfies Natural Scientific Approaches core requirement. Offered each semester.

**112 Evolution and the Diversity of Life** This lecture/laboratory course explores the mechanisms of evolution and the vast diversity of life to which it gave rise. The characteristics that define different groups of organisms, and the evolutionary relationships among these groups are explored. Structure and function relationships are emphasized throughout the course. Laboratory is required. Some labs involve the dissection of plants, animals, and fungi. Some labs may involve the collection and sacrificing of zooplankton and insects as well as the handling of plant and animal parts. Satisfies Natural Scientific Approaches core requirement. *Prerequisite: BIOL 111 or equivalent.* Offered each semester.

**201 Biology Colloquium** 0.25 activity unit This course introduces biology majors to the professional activities of departmental faculty and staff. It includes a series of presentations by biology faculty relating their interests in both teaching and research, with a description of current research projects. It also includes orientation to the research support facilities provided by the biology department. *Prerequisite: two semesters of biology credit.* Offered Fall semester only.

**211 General Ecology** An introduction to the interaction 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. Experimental design, quantitative data analysis, and statistics are emphasized throughout the course. *Prerequisite: 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 and protein analyses. *Prerequisite: BIOL 111; one year of general chemistry (CHEM 110 and 111 or 230); CHEM 250 recommended.* Offered each semester.

**290 Directed Research** Credit, variable up to 1 unit This course provides a laboratory/field research experience for sophomores under the direction of a faculty mentor. Students may initiate a project or join a research project in the mentor's lab. Student and mentor fill out a departmental contract. A written research paper must be submitted for a final grade. Students are strongly encouraged to take BIOL 201 before choosing a research project. May be repeated up to 1 unit. *Prerequisite: Permission of instructor.* Offered each semester, including summer.

**311 Genetics** This course introduces students to the principles of classical and modern genetics. The laboratory illustrates 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.

*Drosophila* larvae are dissected as a source of chromosomes in lab. Alternate exercises are provided for students who prefer not to work with living animals. *Prerequisite: BIOL 111; CHEM 110 and 111 or 230; BIOL 212 recommended.* Offered each semester.

**332 Molecular Biology and Physiology of Plants** 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. *Prerequisite: BIOL 111, 212; CHEM 110 and 111 or 230; BIOL 112 recommended.* Offered Spring semester.

**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 involves application of various experimental techniques. Lab is required. Some labs require the dissection of earthworms, the use of crab blood, and may require the use of live tissue preparations. *Prerequisite: BIOL 111, 112, 212; CHEM 110 and 111 or 230; BIOL 211 or MATH 160 recommended.* 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. *Prerequisite: BIOL 212; CHEM 110, 111 or 230, and 250.* Offered Fall 2011.

**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. *Prerequisite: BIOL 111, 112.* Offered occasionally; not offered 2011-2012.

**360 Evolution** Evolution is fundamental to understanding the big why and how in biology. Beginning with the fundamentals of population genetics, this course explores a diverse array of topics such as speciation, mass extinctions, adaptive radiation, molecular evolution, systematics, disease and conservation biology. *Prerequisite: BIOL 111, 112; 211 and 311 recommended.* Usually offered every year; offered Spring 2012.

**361 Biochemical Pathways and Processes** This course deals with the structure and function of proteins, carbohydrates, fats, and nucleic acids at the cellular and molecular levels. The course emphasizes both the interrelationships among major metabolic pathways, and how modern techniques are applied to study biomolecular structure and function. The course is suitable for students interested in health-related fields as well as those interested in broader applications. There is no laboratory associated with this course. This course does not fulfill a requirement for a degree in either Biochemistry or Molecular and Cellular Biology. Credit for BIOL 361 will not be granted to students who have completed CHEM 461. *Prerequisite: BIOL 111 and 212; CHEM 110, 111 or 230, 250 and 251, BIOL 311 recommended; permission of instructor.* Offered Spring 2012.

**370 Conservation Biology** This course investigates the underlying causes for the loss of biological diversity and develops approaches to maintain and restore biological diversity. Threats to biological diversity include overharvesting, introduced species, habitat loss, habitat fragmentation, and pollution. These threats operate across biological levels: populations, species, and communities. Several field trips illustrate the scope of the problem and some attempts at its solution in the Pacific Northwest. There are three field trips on weekend days. *Prerequisite: BIOL 211 and junior or senior standing.* Usually offered every year; offered Fall 2011.

**374 Mammalian Cell Microanatomy** Mammals are composed of a number of highly integrated

physiological systems, the tissues and organs, each with characteristic structure and function. This course combines aspects of histology, cell biology, and physiology to analyze the cells and tissues of mammals. The principal goal of this course is to learn the structure and function of normal mammalian tissues. Key experiments that have produced our understanding of cell structures and function are analyzed. *Prerequisite: BIOL 111, 212; CHEM 110 and 111 or 230.* Offered occasionally; not offered 2011-2012.

**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. Alternative exercises are provided for students who prefer not to work with living animals. *Prerequisite: BIOL 111, 212; CHEM 110 and 111 or 230; 311 recommended.* Usually offered every year; offered Spring 2012.

**377 Field Botany** This course explores vascular plant evolution and ecology and introduces students to identification of the local flora. Lectures cover vascular plant morphology, evolutionary history, systematics, life-history trade-offs, and ecological interactions. Labs focus on family recognition and species identification, both in the lab and in the field. Numerous in-class field trips are required. *Prerequisite: BIOL 111, 112, and 211.* Usually offered every other year; not offered 2011-2012.

**378 Vertebrate Biology** 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 are studied in lab and field. Laboratory may involve dissection of vertebrate animals. *Prerequisite: BIOL 111, 112.* Usually offered every other year; not offered 2011-2012.

**390 Directed Research** Credit, variable up to 1 unit This course provides a laboratory/field research experience for juniors under the direction of a faculty mentor. Students may initiate a project or join a research project in the mentor's lab. Student and mentor fill out a departmental contract. A written research paper and an oral or poster presentation must be submitted for a final grade. Students are strongly encouraged to take BIOL 201 before choosing a research project. May be repeated up to 1 unit. *Prerequisite: Permission of instructor.* Offered each semester, including summer.

**392 Introduction to Biological Research** 0.5 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. Students are strongly encouraged to take BIOL 201 before choosing a research project. Open to second and third year students. *Prerequisite: Biology majors: BIOL 111, 112, 211, 212 (211 or 212 may be taken concurrently); MCB majors: BIOL 111, 212. Or by permission of instructor.* Offered Spring semester only.

**398 Science and Mathematics Seminar Series** 0.25 activity unit This course promotes active and regular attendance at science and mathematics seminars. Students attend a minimum of 12 full-length science or mathematics seminars each semester and write a summary of each presentation attended. Students are free to meet the minimum seminar requirement according to their interests and class schedule, but are strongly encouraged to attend the Thompson Hall Science and Mathematics Seminar Series to at least partially fulfill the 12 seminar requirement. Offered every semester. May be repeated for credit.

**404 Molecular Biology** The study of the structure, organization, and regulation of genetic material at the molecular level. The laboratory covers the techniques used to study single genes. *Prerequisite: BIOL 111, 212 and 311; CHEM 110 and 111 or 230.* Offered Fall 2011 and Spring 2012.



**432 Advanced Genetics** This course offers students with an interest in genetics an advanced elective after taking introductory genetics (BIOL 311). The course covers both classical and molecular aspects of genetic principles. The course emphasizes the use of primary literature and attempts to apply the principles and exceptions of plant genetics to agriculturally important crops wherever possible. Topics include transposons, epigenetics, RNA interference, mitochondrial and chloroplast genomes, polyploidy, genetic mapping, the various breeding systems of plants, and fruit development without fertilization (apomixis). *Prerequisite: BIOL 111, 311; CHEM 110 and 111 or 230.* Offered occasionally; not offered 2011-2012.

**434 Neurobiology** An examination of the biology of nerve cells and nervous systems through lectures and discussion of recent research. Topics 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 is placed on students' oral and written evaluations of scientific literature. *Prerequisite: BIOL 111, 212; CHEM 110 and 111 or 230; junior or senior standing; permission of instructor.* Usually offered every year; last offered Fall 2010.

**441 Cancer Biology** This course examines genetic alterations that contribute to cancer and how they disrupt normal regulation of cell growth. Several specific mechanisms that promote cancer progression are examined in detail, providing a platform for thoughtful consideration of current therapeutic approaches. *Prerequisite: BIOL 111, 212, 311; CHEM 110 and 111 or 230.* Usually offered every other year; not offered 2011-2012.

**453 Electron Microscopy** Introduction to laboratory techniques and instrumentation used in the examination of biological ultrastructure. Student projects that demonstrate how electron microscopy is used to study biological structure and function are required. *Prerequisite: BIOL 111, 212; CHEM 110 and 111 or 230; junior or senior standing; permission of instructor.* Offered occasionally; not offered 2011-2012.

**472 Animal Behavior** This course provides a survey of key concepts, theories and models in the field of Animal Behavior, integrating behavioral analyses into an explicitly evolutionary framework. Students discuss behaviors important to reproduction, such as selecting mates, and those important to survival, such as finding food and avoiding predators. For each of these contexts, students ask both "proximate" and "ultimate" questions. Proximate questions concern the mechanistic causes of behavior, including the genetic, hormonal, neural and environmental influences on the development and expression of behavior. Ultimate questions of behavior concern how behavior is shaped and constrained by ecology and evolutionary history. Students actively discuss modern theory, engage in observational and experimental study, and develop an innovative research proposal. *Prerequisite: BIOL 111, 112, 211 and permission of instructor.* Offered Spring 2012.

**477 Marine Biology** The marine environment encompasses 99% of the Earth's biosphere and contains an incredible diversity of microbial, algal, and animal life forms. This course examines the biology of these organisms and the abiotic (e.g., salinity, nutrients, water currents and tides) and biotic factors (e.g., competition, predation, symbiosis) that influence their distribution and abundance. Specific topics include primary and secondary production, rocky intertidal biodiversity, estuaries, subtidal communities, coral reefs, pelagic and deep sea communities, impacts of humans on the ocean, and conservation. Lecture periods include discussions of primary literature and student presentations. Laboratory sessions involve field work, laboratory analyses, report writing, and multimedia presentation of project results. *Prerequisite: BIOL 111, 112, and 211; GEOL 105 recommended.* Offered Fall semester only.

**490 Directed Research** Credit, variable up to 2 units This course provides a laboratory/field research experience for seniors under the direction of a faculty mentor. Students may initiate a project or join a research project in the mentor's lab. Student and mentor fill out a departmental contract. A written research paper and an oral or poster presentation must be submitted for a final grade. Students are strongly encouraged to take BIOL 201 before choosing a research project. May be repeated once for credit. *Prerequisite: Permission of instructor.* Offered each semester, including summer.

**491 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 are done under the supervision of a faculty research advisor. Details and application forms can be obtained from faculty research advisor or department chair. *Prerequisite: BIOL 392 and permission of instructor.* Offered each semester, including summer.

**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.*

**INTN 497; BIOL 498, 499** See Internship Program section of the *Bulletin* for course descriptions.

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## SCHOOL OF BUSINESS AND LEADERSHIP

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Professor: Lynda Livingston, *Nat S. and Marion W. Rogers Professor* (on leave Fall 2011); Jeffrey Matthews, *Director, Business Leadership Program*; James McCullough, *George Frederick Jewett Distinguished Professor* (Fall 2011)

Associate Professor: Alva Butcher, *Director*; Lynnette Claire, *Nat. S. and Marian W. Rogers Professor*; Lisa Johnson; Brad Reich; Nila Wiese; Paula Wilson

Assistant Professor: Eda Gurel-Atay; Alan Krause

### About the School

The mission of the School of Business and Leadership is to provide students with a unique and innovative business education that prepares them for success as leaders in a complex and dynamic global environment.

The program of the School of Business and Leadership incorporates business fundamentals (management, marketing, finance, accounting, law, and ethics) while strengthening its ties to other academic units on campus to fulfill the overall mission of the liberal arts goals of the university. Through courses and pedagogy, students will be engaged in effective writing, oral communication, problem-solving, case analysis, and research methods. The business curriculum focuses on critical thinking and written and oral communication; students will learn to logically formulate and investigate questions relevant to the marketplace and managed organizations.

This approach to undergraduate business education acknowledges the growing emphasis on breadth and flexibility in global business. To complement the academic program students are encouraged to participate in off-campus experiences including internships, mentorships, international work and study, field research, and problem solving projects. Students who plan careers in business and non-profit organizations are well served by this innovative approach to business education with its focus on critical thinking and communication skills.

The School of Business and Leadership offers a Bachelor of Arts in Business Administration degree. Within the program, the student may select a General Emphasis or a more specific track leading to an International Emphasis. Students may also apply to the selective Business Leadership Program (BLP). The BLP is distinguished by a unique curriculum that blends coursework in business and the liberal arts, and features multiple special BLP cohort classes. BLP students must participate in regional business field trips, an evening leadership speaker series, a professional internship, and a formal mentorship 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 sections for these departments in this *Bulletin* for additional information.

The Cooperative Education Program and the Internship Program supplement the curriculum by enabling students to apply concepts and theories to actual working situations. Placements and registration requirements are coordinated through Career and Employment Services.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn at least a cumulative GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

### Bachelor of Arts in Business: General Emphasis

Ten units to include:

1. Preparatory courses (2 units): ECON 170 (this course may also be used to satisfy the core requirement in Social Scientific Approaches) and MATH 160 or MATH 260 (this course may also be used to satisfy the core requirement in Mathematical Approaches).
2. Foundation Courses (5 units): BUS 205, 305, 310, 315, 340.
3. Advanced Business Electives (2 units) at 300-400 level (excluding BUS 300; including CONN 381, 387, 390).

**Note:** Courses used to satisfy the Advanced Business Elective requirement may not also be used to satisfy university core requirements.

4. Senior Research Seminar (1 unit). Check course descriptions, as well as semester-by-semester course offerings, for 400-level BUS classes to determine if they fulfill the Senior Research Seminar requirement. Courses approved: BUS 416, 478, 482, 485, 490.

**Note:** Courses used to satisfy the Senior Research Seminar requirement may not also be used to satisfy the advanced business elective or the university core requirements.

See “Notes on the Major” below.

### Bachelor of Arts in Business: International Emphasis

Eleven units to include:

1. Preparatory courses (2 units): ECON 170 (this course may also be used to satisfy the core requirement in Social Scientific Approaches) and MATH 160 or MATH 260 (this course may also be used to satisfy the core requirement in Mathematical Approaches).
2. Foundation Courses (6 units): BUS 205, 270, 315, 320, 335, 340.
3. Advanced International Business Electives, permission of advisor required (2 units).

**Note:** Courses used to satisfy the Advanced International Business Elective requirement may

not also be used to satisfy university core requirements.

4. Senior Research Seminar: (1 unit). Check course descriptions, as well as semester-by-semester course offerings, for 400-level BUS classes to determine if they fulfill the Senior Research Seminar requirement. Courses approved: BUS 416, 478, 482, 485, 490.

**Note:** Courses used to satisfy the Senior Research Seminar requirement may not also be used to satisfy the advanced business elective or the university core requirements.

5. Competency in a modern foreign language through the 202 level.
6. An international experience which may or may not be credit bearing.

See “Notes on the Major” below.

#### Notes on the Major

1. Prior to enrolling in the Senior Research Seminar, the student must have completed all foundation courses and one advanced BUS elective.
2. Only courses for which the student has received a C- or better can count for the major.
3. Transfer students choosing to major in the School of Business and Leadership should meet with the Director to determine transferability of business courses completed elsewhere.
4. A minimum of five BUS courses towards the major must be completed in residence at Puget Sound, or a waiver approved.
5. Students planning to pursue a graduate degree in business, such as an MBA, are encouraged to take calculus.

### Requirements for the Minor

Six units to include:

1. Economics: ECON 170 (this course may also be used to satisfy the core requirement in Social Scientific Approaches).
2. Statistics: MATH 160 or MATH 260 (this course may also be used to satisfy the core requirement in Mathematical Approaches).
3. Any four business courses (excluding BUS 300; including CONN 381, 387, 390).

#### Note

1. Only courses for which the student has received a C- or better can count for the minor.
2. A minimum of two BUS courses toward the minor must be completed in residence at Puget Sound, or a waiver approved.

### Bachelor of Arts in Business - 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. Application forms are accessible at <http://www.pugetsound.edu/apply/>.*

Sophomore-level admission to the Business Leadership Program is possible, but contingent on space availability. Interested freshmen should contact the Business Leadership Director during the second semester of their freshman year to obtain application requirements.

Continued participation in the program is subject to academic performance as well as acceptable participation in all aspects of the program. See “Special Considerations for Business Leadership Program students” below.

Key objectives of the program are for students to:

- a. Develop skills in written and oral communication;
- b. Develop the ability to think logically and analytically.

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 is required to have contact with business executives (including a mentor) and participate in an internship.

## Requirements

Thirteen units to include:

1. Politics and Government (1 unit): PG 101, 102, or 103
2. Quantitative (2 units): MATH 160 or MATH 260, and one additional unit numbered 150 or higher. Must be completed before enrollment in BUS 315. Students planning to pursue a graduate degree in business, such as an MBA, are encouraged to take calculus.
3. Economics (2 units): ECON 170 and one additional unit at the 200-400 level.
4. Business and Leadership (8 units): BUS 205, 305, 310/335, 315, 340, 385; Senior Research Seminar; one additional business elective at the 300-400 level (excluding BUS 300; including CONN 381, 387, 390); and satisfactory completion of the business leadership seminars to include BUS 101, 201, 301, 401 (no credit). Seminars: BUS 416, 478, 482, 485, 490.

**Notes:** Courses used to satisfy the Advanced Business Elective requirement may not also be used to satisfy university core requirements. Check course descriptions, as well as semester-by-semester course offerings, for 400-level BUS classes to determine if they fulfill the Senior Research Seminar requirement. Courses used to satisfy the Senior Research Seminar requirement may not also be used to satisfy the Advanced Business Elective or the university core requirements.

5. Internship (no credit)
6. BLP Students following the International Emphasis are strongly encouraged to take ECON 371 (International Economics) and are required to have:
  - a. competency in a modern foreign language through the 202 level
  - b. an international experience, which may include study abroad, a formal internship abroad, or academic research abroad
  - c. a minimum of two international business courses (i. e. BUS 270 and 335).

### **Special Considerations for Business Leadership Program students**

Once admitted to the Business Leadership Program, students continue as long as they:

- a. Register for and regularly attend BLP seminars (BUS 101, 201, 301, 401), freshman through senior years (Fall and Spring);
- b. Regularly meet with their mentor, sophomore through senior years;
- c. Maintain a minimum cumulative GPA of 3.0 in all university work. Only courses for which the student has received a “C” or better count for the major. 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.
- d. BLP students enroll in special sections of cohort courses for the BLP major with higher implicit expectations/standards. For the first five semesters there will be at least one cohort course, and there will be at least one cohort course in the senior year.

For university policy regarding Advanced Placement credit, please see the Admission section of this *Bulletin*.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34)*.

### *Scholarly and Creative Inquiry*

#### **110 Business and the Natural Environment**

**Other courses offered by SBL faculty.** See *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 43)*.

#### **CONN 381, Environmental Law**

Satisfies the Connections core requirement

#### **CONN 387, Never-Never Land**

Satisfies the Connections core requirement

#### **CONN 390, Black Business Leadership: Past and Present**

Satisfies the Connections core requirement

**101 Business Leadership Seminar** No credit The Business Leadership Seminar meets between 7-10 times per semester and offers the student an opportunity to network with representatives from regional businesses and to learn how they operate and about their strategies and positioning in the marketplace. Guest speakers in the Business Leadership Seminar also discuss careers in various business fields and functional areas such as accounting, marketing, and human resource management. Speakers present information on current leadership topics and practices and provide a perspective on the theories and tools studied in classes. Some seminars are devoted to the particular needs of each BLP class. Career assessment and leadership activities as well as readings in business topics are required. Pass/fail grading only. *Prerequisite: Admission to the Business Leadership Program.*

**201 Business Leadership Seminar** No credit See description for BUS 101.

**205 Principles of Financial and Managerial Accounting** In this introductory course, students examine the role of accounting in society and business. Students study the basic concepts and tools of accounting with a focus on the use of information to support decision making. The course is more or less equally divided between managerial and financial accounting. The study of managerial accounting focuses on the information needed to create and execute a company's strategy. The study of financial accounting examines the preparation, use, and analysis of the information required of publicly traded corporations in the United States. Students also discuss the complexity of U.S. accounting rules (US GAAP) and the latitude managers have in financial reporting. *Prerequisite: Sophomore standing or permission of instructor.*

**270 Business in the International Context** As companies and non-profit organizations continue to explore the promise of global markets and the challenges of operating internationally, it has become essential for students in business and related fields to have a basic understanding of the international environment and its impact on organizational activities. The overall purpose of this course is to develop students' awareness and understanding of the complex international context of which international organizations are principal actors. In order to gain a multidisciplinary perspective, the course incorporates concepts from economics, history, politics, sociology, anthropology, social psychology,

geography, and organizational theory. Particular emphasis is placed on understanding emerging and developing economies, assessing ethical and social responsibilities of organizations in the global context, and cross-cultural understanding. Finally, the course introduces students to key business concepts related to strategic planning, internationalization strategies, supply chain management, marketing, entrepreneurship, and human resource management.

**300 Personal Finance** This course is a primer in sound personal financial management. Students are introduced to the financial challenges that occur over a lifetime: managing credit, evaluating mortgages and installment loans, identifying and meeting insurance needs, investing in the financial markets, and planning for retirement. Fundamental techniques for handling these challenges, such as discounting and diversification, are developed. Finally, while current products and strategies are discussed and evaluated, the dynamic nature of the financial environment is stressed, and application of the basic techniques to new situations is emphasized. May not be used to satisfy a requirement in the business major or minor. Not offered 2011-2012.

**301 Business Leadership Seminar** No credit See description for BUS 101.

**305 Principles of Management** A broad introduction to the field of management including such topics as planning, motivation, group dynamics, decision-making, organizing, and group organizational change. The course includes case studies and group assignments. Students who have received credit for BUS 320 may not receive credit for BUS 305.

**310 Principles of Marketing** This is a survey course designed to provide an overview of main concepts and theories in the field of marketing. The course introduces students to marketing concepts that are fundamental to the decision-making processes of marketing management. Students have ample opportunities to apply these concepts to problem situations and projects. Students who have received credit for BUS 335 may not receive credit for BUS 310. *Prerequisite: ECON 170 or concurrent enrollment.*

**315 Principles of Financial Management** This course introduces students to fundamental issues in both corporate financial management and investment management. Students learn to evaluate financial assets such as stocks and bonds and to characterize the markets in which these assets trade. They then learn how a corporate financial manager can employ these assets to fund profitable investment opportunities. Review and reinforcement of quantitative techniques is an important focus of the course, and students should leave with the mathematical proficiency necessary to succeed in their senior-level courses. *Prerequisite: BUS 205, MATH 160 or MATH 260, ECON 170.*

**320 International Management** The course introduces students to the field of international management by developing students' understanding of key management and strategy theories and concepts and their application to real business situations. It examines how organizations respond to the external forces that shape today's global business environment. Topics include strategic management, corporate culture, organizational change, leadership, and motivation. Students who have received credit for BUS 305 may not receive credit for BUS 320. *Prerequisite: BUS 270 or permission of instructor.*

**335 International Marketing** This course introduces students to marketing concepts that are fundamental to the decision-making process. These concepts are compared in the international and domestic environment. Students who have received credit for BUS 310 may not receive credit for BUS 335.

**340 Law and Ethics in the Business Environment** This course introduces students to the external constraints that society places on business activity and behavior. The most obvious are those con-

straints imposed by law in its various forms: case law from courts, statutory law from legislatures, and regulations from government agencies. However, in addition to these formal systems there are the informal, but extremely powerful constraints imposed by generally accepted moral beliefs and norms of ethical behavior. In this course students explore the relationship between legal and ethical standards to critically analyze and evaluate the behavior of business owners, managers, and employees. *Prerequisite: Sophomore standing.*

**352 Human Resource Management** This course focuses on the theory and practice of personnel administration and human resource management, including recruiting, selection, compensation, performance appraisal, training, and labor-relations. *Prerequisite: BUS 305 or 320.*

**371 International Business in Asia** This course introduces students to the international business environments of the countries of East and Southeast Asia. Students analyze the risks posed to business activity by political, economic, and cultural differences between Western and Asian business environments. The course helps students develop a framework for identifying business opportunities resulting from these differences and from the rapid changes occurring in the region. Not offered 2011-2012.

**372 Business in Latin America** This course provides students with an understanding of the business environment and business practices in Latin America. An emphasis is placed on developing knowledge and skills relevant to the development of business strategies appropriate to Latin American markets while exploring future growth scenarios in specific industry sectors and geographic areas.

**375 Issues in International Business** This seminar touches upon the following subject areas: modern European political-economic historical development that led to the organization of the European Union; examination of the major institutions of the Community; an analysis of ongoing issues (such as the evolution of the euro as a common EU 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 are also devoted to an examination of the EU's external relations (political, trade, military) and to European organizational and managerial styles. *Prerequisite: junior or senior standing.* Not offered 2011-2012.

**385 Paradigms of Leadership** This course provides students with an introduction to the art and science of the leadership process. It is not limited to business leadership. Topics include organizational culture and climate, motivation, performance, power, tactics, ethics and values, personality traits, and intelligence. Students develop skills necessary to effectively analyze historical, contemporary, and even fictional leadership case studies. A primary aim is to help prepare students to meet the challenges of "life's leadership situations."

**401 Business Leadership Seminar** No credit See description for BUS 101.

**402 Business Research** This course focuses on 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. *Prerequisite: BUS 305 or 320 or 310 or 335 or 315 or permission of instructor; MATH 160 or 260 or PSYC 201.* Offered occasionally; not offered 2011-2012.

**408 Internet Marketing** Organizations of all types are recognizing Internet marketing as an integral part of their marketing strategies for acquiring and retaining customers. Although the Internet has rap-

idly become an accepted part of the marketing process, it possesses some characteristics that are significantly different from traditional communication and transactions channels. They make it necessary to focus on the Internet itself and the way it can be used to enhance conventional marketing strategy and operations. *Prerequisite: BUS 310 or 335.* Not offered 2011-2012.

**409 Integrated Marketing Communication** This course is designed to introduce students to the field of advertising and promotion from an integrated marketing communication (IMC) perspective. The development of an IMC requires an understanding of the overall marketing process, customer behavior, and communications theory. Various applications of IMC tools such as advertising, sales promotion, publicity and public relations, personal selling, database marketing, and Internet marketing will be discussed using cases. *Prerequisite: BUS 310 or 335.* Not offered 2011-2012.

**414 Strategic Performance Measurement** This accounting course examines the creation and use of information to support the execution of strategy and evaluation of performance. A major goal of the course is to develop measures to achieve sustainable improvements in organizational performance. Topics include budgeting/target setting, forecasting, and performance measurement using critical success factors and benchmarking. The course will also examine measures of sustainability and the triple bottom line. *Prerequisite: BUS 205. Recommended preparation: BUS 305 or 320, 310 or 335, 315.*

**416 Financial Statement Analysis** In this course, students develop an analytical framework that can be used to understand and evaluate business financial statements. Students compute and interpret key financial ratios as indicators of an organization's performance and financial health and learn to "read between the lines" of financial statements. Students develop an appreciation for the complexity of US accounting rules, an awareness of emerging international accounting standards, and an understanding of the latitude managers have in presenting the results of their organizations to outsiders. Finally, students perform accounting, business, and financial analysis on a publicly traded company. *Prerequisite: BUS 205 and 315.*

**431 Financial Markets** This course covers the operation and structure of financial markets, financial instruments, and the major financial and nonfinancial participants in the financial markets. Topics include market efficiency, the role of the Federal Reserve System, the determination and significance of interest rates, and the financial futures markets. *Prerequisite: BUS 315 or permission of instructor.*

**432 Investments** This course is designed to introduce students to quantitative techniques for managing investment assets. These techniques are illustrated through the development of three main topics: portfolio theory, fixed-income portfolio management, and option valuation. Economic factors affecting investment management, particularly efficient markets concepts, are stressed. *Prerequisite: BUS 315 and permission of instructor.*

**434 Advanced Topics in Corporate Finance** Corporate finance is concerned with a corporation's acquisition and allocation of capital. This course builds on the foundation laid in BUS 315, learning how to identify projects that increase shareholder's wealth, how to determine the mix of debt and equity that should comprise a firm's capital structure, how to estimate the cost of a firm's capital, and how to divide corporate profits between retained earnings and dividends. It also considers agency theory, the market for corporate control, leasing analysis, mergers and acquisitions, valuation, and derivatives. The course includes extensive use of cases and readings from professional journals. *Prerequisite: BUS 315.*

**435 International Finance** This course examines financial issues faced by managers of firms that are engaged in international business and provides a conceptual framework within which key finan-

cial decisions can be analyzed. Current issues in the international market and real-life problems in decision oriented cases are analyzed. *Prerequisite: BUS 315 or permission of instructor.* Not offered 2011-2012.

**440 Entrepreneurship** In this course students learn how to generate new venture ideas and evaluate their viability. To understand how to start a for-profit or non-profit organization, the class focuses on business plan research and writing. Students learn creative problem solving and sharpen their research and analytical skills. Students deepen their understanding of entrepreneurship through reading, writing, guest speakers, field trips, and job shadowing. The job shadow is in depth and results in the creation of a short documentary film. *Prerequisite: BUS 205, 305 or 320, 310 or 335, 315, 340.* Students who have received credit for BUS 493 on the topics of Entrepreneurship or Entrepreneurship in the Sciences may not receive credit for BUS 440.

**441 Promotional Strategy** This course treats advertising and personal selling as part of an overall promotional process. The course emphasizes managerial issues and problems of promotional strategy. *Prerequisite: BUS 310 or 335.* Offered occasionally; not offered 2011-2012.

**443 Consumer Behavior** Buyer behavior is concerned with the study of those activities that 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 is made in order to illustrate and integrate theoretical and empirical knowledge in this field. Emphasis is placed upon the evaluation of the relevance of such data and the application of what is learned in the classroom to the solution of real world marketing problems. *Prerequisite: BUS 310 or 335 and MATH 160 or 260 or PSYC 201.*

**473 Dispute Resolution** The class focuses on two primary forms of non-litigious dispute resolution: negotiation and mediation. Students learn and develop the substantive, procedural, and communication skills necessary to utilize these models "successfully," both personally and professionally. *Prerequisite: junior or senior standing.*

**475 Law, Lawyers, and Legal Education** This course is designed to introduce students to the three stages of the legal educational experience: pre-law school and law school, post-law school careers, and the legal environment as a whole. Students understand the purpose and procedure of the LSAT, learn to plan critically for law school and subsequent careers, develop basic electronic legal research skills, and gain exposure to real legal fields. Students spend as much time working on this course outside of the classroom as inside it. The course emphasizes interrelated research activities and culminates in a major research paper. *Prerequisite: junior or senior standing.*

**477 Issues in the Legal Environment of Business** This course examines current issues in business law and provides an in-depth examination of the most common and important legal issues arising from the creation, ownership, and management of modern economic enterprises. Students participate in a substantial project and presentation. *Prerequisite: BUS 290/340.* Not offered 2011-2012.

**478 Animals, Business, and the Law** Though animals play a major role in our economy—they are traded for food, clothing, research, entertainment, and sport—until recently, there has been little academic interest in exploring the bifurcation of how human beings think about them. Animals are living beings that have the legal status of personal property. This dual status of both living being and personal property creates a paradox of thought about how animals fit within our societies and cultures. Contemporary debates concerning the question of the animal tend to become entrenched around this bifurcation, with one side emphasizing the animal state of being and, the other, emphasizing their status as property. In this course students examine cultural and societal influences

that affect the way that our legal system views animals. Students explore the foundations of the U.S. legal system as it relates to nonhuman animals and the contemporary legal framework with respect to animals. Students examine trends toward future change. Students are responsible for substantial class leadership responsibilities including leading discussions on assigned days and verbally contributing to substantive material under consideration during each class session. Students identify suitable topics for exploration, formulate research questions, conduct independent research, write a substantial research paper, and present their work to the class. *Prerequisite: BUS 205, 290/340, 305 or 320, 310 or 335, and one upper-division elective in business.* Satisfies the senior research seminar requirement for business majors.

**482 Strategic Management and Consulting** This course focuses on how organizations can achieve a sustainable competitive advantage. Strategic management involves a foundation of research and analysis of an organization's internal and external environments, followed by the identification of strategic choices, and the development and implementation of strategic plans. A resource-based view of the firm provides the theoretical underpinning for case analysis and the strategic consulting projects. Students work in small consulting teams with local organizations to develop successful strategies in these projects. *Prerequisite: completion of BUS 205, 290/340, 305 or 320, 310 or 335, 315, and one advanced business elective (excluding BUS 300); senior standing.* Satisfies the senior research seminar requirement for business majors. Listed as BUS 490 in 2010-2011.

**485 Business Leadership and The Liberal Arts** This is a senior research course in leadership that builds upon the foundational course, "Paradigms of Leadership": (BUS 385). Its overarching theme is that astute business leaders are liberally educated, able to comprehend and benefit from the interconnectivity of business leadership and the liberal arts. This cross-disciplinary course culminates with a substantial research paper and presentation. *Prerequisite: BUS 205, 290/340, 305 or 320, 310 or 335, 385, and BLP senior standing or permission of instructor.* Satisfies the senior research seminar requirement for business majors.

**493 Special Topics** This seminar is organized around topics that reflect the particular field of research or expertise of the instructor. Each offering is on a unique topic. Offered as needed. May be repeated. Topic for Fall 2011: Social Entrepreneurship.

**495 Independent Study** An independent study allows a student to pursue a specific topic not covered in existing courses under the supervision of a faculty member. A written proposal must be submitted and agreed upon by the faculty independent study advisor. No more than one independent study may be applied toward a specific major or minor in business.

**498 Internship Tutorial** Students who enroll in this course work with a faculty member in the School of Business and Leadership to develop an individualized learning plan that connects the actual internship site experience to study in the major. The learning plan will include required reading, writing assignments, as well as a culminating project or paper. *Prerequisite: approval of tutorial professor and the Internship Coordinator.*

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## CAREER DEVELOPMENT COURSE

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**203 Career Awareness** 0.5 activity unit Using a liberal arts education as a foundation, this class provides the opportunity for students to assess themselves (personality, values, skills, and interests), apply this knowledge to career options, and take active steps towards a future career choice. Designed for individuals who have started to focus on career exploration and are ready to take action, an emphasis is placed on career research and developing a professional presence on paper, online, and

in person. Topics include self-assessment, using multiple methods of career research, and professional skills that include resume writing, building online profiles, and interviewing. Course available through Career and Employment Services. Pass/fail only.

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## CHEMISTRY

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Professor: Johanna Crane; William Dasher; John Hanson; Steven Neshyba; Eric Scharrer, *Chair*

Associate Professor: Daniel Burgard (on leave Fall 2011)

Assistant Professor: Jeffrey Grinstead (on leave Spring 2012); Amanda Mifflin; Amy Odegard

Visiting Assistant Professor: Nate Boland

Instructor: Timothy Hoyt

### About the Department

The Chemistry Department offers a broad-based curriculum designed to meet the needs of a variety of students, from those taking only one or two chemistry courses in order to broaden their liberal arts background to those majoring in chemistry in preparation for a career in the chemical sciences. The department is approved by the American Chemical Society and offers degrees that are appropriate for students interested in careers in chemistry, medicine, dentistry, engineering, science teaching, or any other area where a scientific background would be valuable. Students are encouraged to consult with members of the department as they plan their undergraduate programs and to discuss career options in the sciences.

The expertise of the chemistry faculty covers all five major chemical sub-disciplines: analytical chemistry, biochemistry, inorganic chemistry, organic chemistry, and physical chemistry. In addition to core courses in these major areas, faculty members teach upper-level courses on a variety of special topics including atmospheric chemistry, computational chemistry, materials chemistry and natural products chemistry. Faculty members are also engaged in a wide range of research projects and all students seeking the BS degree participate in this research and produce a thesis based on their work.

In addition to being introduced to modern chemical knowledge and the role of chemistry in society, students in chemistry courses learn to think analytically and logically. As students move through upper-level courses, they develop the ability to critically assess work in the field and the attitude necessary to cope with the demands of independent inquiry. Students enrolled in chemistry courses also learn how to:

1. rationalize and predict chemical behavior based on chemical principles;
2. apply laboratory methods to investigate chemical phenomena and synthesize compounds in a safe and environmentally responsible manner;
3. operate modern analytical instruments and interpret the data obtained from these instruments;
4. use computers for collection and analysis of chemical data and the modeling and visualization of chemical structures and properties;
5. communicate effectively in both written and oral forms typical of the chemical literature and professional conferences;
6. search and use the chemical literature.

### General Requirements for degrees in Chemistry and Biochemistry

The Chemistry and Biochemistry degrees offered at Puget Sound have much in common. Both are

rooted in fundamentals of chemistry that include chemical thermodynamics and atomic structure, chemical analysis, organic chemistry, and laboratory techniques. Both degrees provide students the opportunity to study advanced topics in chemistry. The Biochemistry degree emphasizes the chemical basis of biological systems, with students developing skills in interdisciplinary inquiry that include cell biology, genetics, and biochemical laboratory techniques. In contrast, the Chemistry degree places more emphasis on advanced instrumental analysis, quantum mechanics, spectroscopy, and inorganic chemistry.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for Bachelor of Arts Degree in Chemistry

1. PHYS 121, 122;
2. MATH 180, 181, 280;
3. CHEM 110, 230, 250, 251, 340, 341, 420;
4. One-half unit Chemistry elective at the 300 or 400 level;
5. Participation in CHEM 493, Seminar.

## Requirements for Bachelor of Science Degree in Chemistry

1. PHYS 121, 122;
2. MATH 180, 181, 280;
3. CHEM 110, 230, 250, 251, 330, 340, 341, 420, 490 (1 unit);
4. One-half unit Chemistry elective at the 300 or 400 level;
5. Participation in CHEM 493, Seminar.

## Requirements for Bachelor of Science Degree in Biochemistry

1. PHYS 121, 122
2. MATH 180, 181, 280
3. CHEM 110, 230, 250, 251, 340, 460, 461
4. BIO 111, 212, 311
5. One of CHEM 330, 341 or 420
6. One unit of a 300- or 400-level CHEM or BIOL elective (BIOL 361 may not be used to satisfy this requirement).

## Requirements for the Minor

1. CHEM 110, 230, and 250;
2. Two units of Chemistry electives numbered 251 or above.

### Notes

1. The student must have a grade of C or higher in all courses for the major or minor.
2. Students wishing to obtain an American Chemical Society certified degree should complete the BS requirements and include CHEM 460 as an elective.
3. 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.

4. Majors in Biochemistry are encouraged to participate in undergraduate research in the Chemistry or Biology Departments.
5. Biochemistry majors may not earn additional majors in Chemistry or in Molecular and Cellular Biology.
6. BS Chemistry majors may not use CHEM 390 to fulfill the chemistry elective requirement.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

### Scholarly and Creative Inquiry

#### 150 The Great Flood

#### 151 Science and Sustainability

**110/111 Fundamental Chemistry I, II** 1 unit each A two-semester, introductory course designed to give 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 of subatomic structure, atomic structure, molecular structures, and states of matter. The second semester emphasizes molecular dynamics and covers reaction rates, equilibria, stoichiometry, acids-bases, oxidation-reduction, electrochemistry, and aspects of organic chemistry and biochemistry. Both CHEM 110 and CHEM 111 satisfy the Natural Scientific Approaches core requirement. CHEM 110 is offered fall term only. CHEM 111 is offered spring term only.

**230 Chemical Analysis and Equilibrium** This course is the second semester of the introductory course for those students planning a science major. Concepts include the following: equilibria in aqueous solutions, stoichiometry of analytical reactions, criteria for choosing appropriate methods, electrochemistry, kinetic methods, transition metal chemistry, and spectroscopy. Laboratory experiments are designed to demonstrate the previous concepts and to make students more proficient in the elementary techniques of analytical chemistry. *Prerequisite: CHEM 110.* Satisfies the Natural Scientific Approaches core requirement. Offered spring term only.

**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.* Each course satisfies the Natural Scientific Approaches core requirements.

**320 Chemistry of the Elements** Periodic and group relationships are linked by structure, bonding, and reactivity in order to provide an overall survey of the chemistry of the elements. Details such as properties and applications of selected elements are examined using the current scientific literature. *Prerequisite: CHEM 251.* Offered occasionally; not offered 2011-2012.

**330 Instrumental Analysis** Introduction to basic theory and applications of modern instrumen-

tal methods of analysis. Includes an introduction to electronics, x-ray, ultraviolet, visible, infrared, Raman, mass, and nuclear magnetic resonance spectrometry; atomic absorption and plasma emission; chromatography, thermal, and electrochemical methods. *Prerequisite: PHYS 122, CHEM 340 (or concurrent registration) or permission of the instructor.* Offered Fall term only.

**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. *Prerequisite: MATH 181, PHYS 121; MATH 280 is strongly recommended.* Offered Fall term only.

**341 Physical Chemistry II** Introduction to quantum mechanics with applications to molecular spectroscopy. Statistical thermodynamics linking microscopic and macroscopic chemical behavior. Should be taken concurrently with CHEM 342. Laboratory experiments emphasize fundamental instrumentation and theory associated with physical chemistry. *Prerequisite: CHEM 340, MATH 280; MATH 290 is recommended.* Offered Spring term only.

**345 Chemistry and Physics of Atmospheres** The main work of the course is to understand the Earth's atmosphere from the perspective of physical chemistry. Tools include the use of thermodynamics to understand global atmospheric circulation, and quantum mechanics to interpret the spectra of atmospheric gases and aerosols. Applications include the interpretation of remote sensing data, with a focus on selected topics in the Earth climate system, including anthropogenic influences. The course concludes with a brief survey of other planetary atmospheres and atmospheric evolution. *Prerequisite: CHEM 111 or 230, MATH 181; CHEM 340 is strongly recommended.* Offered occasionally; not offered 2011-2012.

**347 The Devil's Playground: The Chemistry of Surfaces** Surfaces play an important role in our lives. Enzymatic reactions at biological interfaces, heterogeneous catalysis, transport of contaminants in soils, and atmospheric aerosol chemistry are all controlled by interactions at surfaces. This course explores the physical and chemical phenomena that occur between the three states of matter—solid, liquid, and gas. Particular emphasis is placed on interactions with solid surfaces. Topics include, but are not limited to, reactions on surfaces, kinetics of surface reactions, binding of molecules to surfaces, and techniques of surface analysis. The importance of surface phenomena to environmental and catalytic chemistry is discussed. *Prerequisite: CHEM 251; recommended co-requisite of CHEM 340.* Offered occasionally; offered Fall 2011.

**357 Organometallic Chemistry** This course focuses on the fundamental reactivity of organotransition metal complexes. Topics include oxidative addition, reductive elimination, and the unique behavior of compounds possessing metal-carbon bonds. Applications of organometallic chemistry to industrial catalysis and organic synthesis are also discussed. *Prerequisite: CHEM 251.* Offered occasionally; not offered 2011-2012.

**361 Natural Products** Natural products are biologically-derived compounds, often called secondary metabolites. Major subclasses of natural products are the alkaloids, terpenoids, polyketides, and phenylpropanoids. This course deals with the history and chemistry of secondary metabolites, including biosynthetic pathways, modern medicinal usages, and synthetic analogues. Class interest dictates, in part, the examples chosen. *Prerequisite: CHEM 251.* Offered occasionally; offered Spring 2012.

**363 Materials Chemistry** This course emphasizes the synthesis, characterizations, and properties

of organic materials. In particular, the focus is on the impact of structural changes upon macroscopic properties (mechanical strength, optical behavior, etc.). The first part of the course focuses on polymer science and draws heavily on students' knowledge of synthetic and mechanistic organic chemistry. The second part of the course emphasizes liquid crystals and other related materials. Specific applications of materials to areas such as microlithography (patterning of computer chips), liquid crystal displays, and drug delivery are discussed. *Prerequisite: CHEM 251.* Offered occasionally.

**390 Directed Research** Credit, variable up to 1 unit Theoretical or experimental research done in an area of chemistry, with guidance from a mentor in the Chemistry department. *Prerequisite: a research contract must be completed prior to registration.*

**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, molecular symmetry, inorganic reaction mechanisms, transition metal chemistry, organometallic compounds, and the main group elements. Laboratory experiments illustrate common synthetic and characterization processes for inorganic compounds. *Prerequisite: MATH 181, CHEM 340, PHYS 122.* Offered spring term only.

**455 Computational Organic Chemistry** This course uses computer-based molecular modeling as a tool for understanding and predicting the structure, stability, and reactivity of organic compounds. Practical topics, such as selecting appropriate calculational methods, visualizing and analyzing results of calculations, and interpreting results in terms of the chemical behavior of the system under study are emphasized. The theoretical principles underlying various computational methods are discussed. *Prerequisite: CHEM 251.* Offered occasionally; not offered 2011-2012.

**460 Physical Biochemistry** This course applies concepts of physical chemistry to the study of biological processes. The topics covered include protein and nucleic acid structure and stability, thermodynamics of protein folding, enzyme kinetics and instrumental techniques such as x-ray crystallography, NMR and mass spectrometry. *Prerequisite: CHEM 251.* Offered fall term only.

**461 Metabolic Biochemistry** This course explores the chemistry of various metabolic processes including glycolysis, citric acid cycle, oxidative phosphorylation, electron transport, fatty acid and amino acid synthesis and degradation, DNA synthesis, RNA synthesis and processing, and protein synthesis and processing. Particular attention is paid to the experimental approaches that have provided information about these processes. *Prerequisite: CHEM 460.* Offered spring term only.

**471 Advanced Topics in Physical Chemistry** This course is an upper division, post-Physical Chemistry course designed to give the student a thorough theoretical background in advanced topics in physical chemistry, which may include group theory, molecular spectroscopy, and statistical mechanics. *Prerequisite: CHEM 340, CHEM 341, and PHYS 122; MATH 290 and MATH 301 strongly recommended.* Offered occasionally; not offered 2011-2012.

**490 Senior Research Thesis** 0.5 or 1 unit Theoretical and/or experimental research done in an area of chemistry. The topic depends upon the student's interest; however, it should be compatible with a faculty member's area of expertise. Students must write and defend a thesis. Repeatable up to one unit. *Prerequisite: senior standing, although students at all levels are considered individually; a research contract must be completed prior to registration.*

**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 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.

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## CHINESE

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Students interested in a major or minor in Chinese language and culture should consult the Asian Languages and Cultures section in this *Bulletin* (page 74).

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## CLASSICS

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Professor: William Barry, *Chair*; David Luper; Eric Orlin

Associate Professor: Aislinn Melchior

### About the Department

The pioneer of the interdisciplinary approach, the field of classics encompasses the languages, literature, philosophy, and history of the Mediterranean from the second millennium BC to the fifth century AD. The Classics Department presents as wide a range of courses as possible in this diverse but fundamentally unified field.

In each of the course offerings in the Classics Department students 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 alien. In courses in ancient history, culture, and literature based on texts in translation, students use a wide range of sources and methods to work towards an understanding of the ancient Mediterranean, both on its own terms and in its relation to later cultures.

The Classics Department also offers courses in Latin and ancient Greek each year. Students learn the sounds and structures of the language and a basic reading vocabulary in introductory courses; in intermediate and advanced courses students develop their fluency and accuracy in reading and deepen their appreciation of style, rhetoric, and nuance. In all Latin and Greek courses, students also use the languages as a way of entering the heart of the vibrant world of classical antiquity. As an added bonus, students should gain from their study of either language valuable insights into the substance and structure of English and the modern European languages.

Students who complete a major or minor in Classics will progressively build a more complex and comprehensive understanding of the cultures of ancient Greece and Rome by studying them from a variety of angles, and by bringing a growing body of knowledge to bear on their studies. Students who major in Classics learn to conduct research and to develop a sustained argument on a focused topic informed by a broad understanding of the field.

### General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

### Requirements for the Major

Students considering applying to graduate school in Classics or a related field should consult with a member of the Classics faculty as soon as possible. Such students are strongly encouraged to choose the Language track and to take additional units of Greek and Latin.

#### I. Classical Languages Track: (10 or 11 units)

Six units of either Greek or Latin

OR

Five units of study in one language and two units in the other;

CLSC 210, 222, 225, or 231;

CLSC 211 or 212 ;

One additional course in Classical Civilization (see list below) numbered 299 or above;

Senior Thesis (CLSC 400), to be taken after both the required 200-level Classical Civilization courses and Latin or Greek 201 or equivalent have been completed. The senior thesis must be taken concurrently with a Greek, Latin, or Classics 300-level course and completed in conjunction with the class.

At least five major units must be completed at Puget Sound.

#### Note

Since the Greek or Latin Language track requires at least five terms of Greek or Latin, students who begin the study of classical languages at Puget Sound must normally begin by the first semester of the sophomore year in order to complete the major by the end of their fourth year. Students who enter Puget Sound with some Latin or Greek should consult with the Classics Department about placement.

#### II. Classical Studies Track: (10 units)

CLSC 210, 222, 225, or 231;

CLSC 211 or 212;

CLSC 280 or ART 360 or 361;

Three courses in either Greek or Latin;

Three additional courses in Classical Civilization (see list below), Greek, or Latin, at least two of which must be numbered 299 or above;

Senior Thesis (CLSC 400) to be taken after both the required 200-level Classical Civilization courses and Latin or Greek 201 or equivalent have been completed. The senior thesis must be taken concurrently with a Greek, Latin, or Classics 300-level course and completed in conjunction with the class.

At least five major units must be completed at Puget Sound.

#### Note

Classical Studies Majors may meet no more than one unit of their Classical Studies requirements with coursework from a minor or second major. Majors may satisfy no more than one Classical Studies requirement with coursework from the university core.

### Requirements for the Minor (6 units)

Three courses in either Greek or Latin;

Three courses in Classical Civilization (see list below), Greek, or Latin, two of which must be numbered 299 or above;

#### Note

A student may use no more than one unit from his/her major field or another minor field to fulfill

the requirements of the Classics minor. Minors may satisfy no more than one Classics minor requirement from university core requirements.

### 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 211, History of Ancient Greece  
 CLSC 212, Ancient Rome  
 CLSC 222, Greco-Roman World  
 CLSC 225, Gender and Identity in Greece and Rome  
 CLSC 230, The Classical Tradition  
 CLSC 231, Greek and Roman Epic: Genre and Meaning  
 CLSC 280, The Archaeology of the Mediterranean World  
 CLSC 301, Greek Tragedy  
 CLSC 304, The Ancient Novel  
 CLSC 305, Inventing the Barbarian  
 CLSC 308, Ancient Cities  
 CLSC 309, The Roman Revolution  
 CLSC 311, Greek and Roman Comedy  
 CLSC 318, Greek and Roman Religion  
 CLSC 375, Special Topics in Classics  
 CLSC 390, Late Antiquity and the “Fall” of the Roman Empire  
 CONN 315, Democracy, Ancient and Modern  
 HUM 210, Power and Culture in Periclean Athens and Augustan Rome  
 PHIL 215, Ancient Philosophy  
 PHYS 299, The History and Practice of Ancient Astronomy  
 PG 340, Democracy and the Ancient Greeks

### Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

#### Writing and Rhetoric

- 120 Persuasion and Power in the Classical World
- 121 Reacting to the Past: The Threshold of Democracy

#### Scholarly and Creative Inquiry

- 104 Cleopatra: History and Myth
- 105 Homer
- 106 The Peloponnesian War: Athens at the End of the “Golden Age”

**Other courses offered by Classics Department faculty.** See *Connections in the Core Curriculum* section of this Bulletin for Connections course descriptions (page 43).

CONN 315, Democracy, Ancient and Modern  
 Satisfies the Connections core requirement.

#### HUM 121, Arms and Men: The Rhetoric of Warfare

Satisfies the Writing and Rhetoric core requirement.

#### HUM 210, Power and Culture in Periclean Athens and Augustan Rome

Satisfies the Humanistic Approaches core requirement.

#### HUM 304, Ancients and Moderns

#### HON 150, History and the Construction of the Other

Satisfies the Scholarly and Creative Inquiry core requirement.

#### HON 211, Literature and the Construction of the Self

Satisfies the Humanistic Approaches core requirement.

**210 Greek Mythology** This course explores the myths and legends of ancient Greece and the light they cast on Greek conceptions of men and women, civilization, nature, and the divine. The embodiment of myths in Greek literature and art is the central focus of the course, as is the role of myth in Greek religious ritual and belief. The course also takes note of the subsequent life of Greek myths in Roman, medieval, Renaissance and modern literature, art, and society and examines some of the principal modern theoretical perspectives on myth in general and Greek myth in particular. Satisfies the Humanistic Approaches core requirement. Offered every other year; not offered 2011-2012.

**211 Ancient Greece** This course makes an odyssey through Greek political, social, cultural, and economic history from the Bronze Age (c. 1200 BCE) to the death of Alexander the Great (323 BCE). The emphasis is less on the chronicle of events than on understanding the changing nature of Greek society during this period. Major topics to be explored include the development of the city-state as a political unit; notions of equality in ancient Greece; and the simultaneous flourishing of the arts and building of an empire at Athens under Pericles. Students learn to use both archaeological remains and literary texts, including histories and poetry, to reconstruct the nature of Greek society. Satisfies the Humanistic Approaches core requirement.

**212 Ancient Rome** How did a small farming village on the banks of the Tiber River become mistress of an empire stretching from Britain to Egypt? This course explores the political institutions, social structures, and cultural attitudes that enabled Rome to become the world’s only superpower at the time. One theme of the course is how that rise to power affected the lives of the Romans and how the Romans affected the lives of all those they encountered. Roman constitutional developments, the religions of the Roman world, and the connection between Roman culture (including art, literature, and popular entertainment such as gladiatorial games) feature prominently among the topics covered. Satisfies the Humanistic Approaches core requirement.

**222 The Greco-Roman World** A survey, through some of the most important writings, of the intellectual history of the ancient world. Texts from the time of Homer to St. Augustine are studied as reflections of the historical setting as influences upon the character of our own time. Satisfies the Humanistic Approaches core requirement. Offered every other year; offered Fall 2011.

**225 Gender and Identity in Greece and Rome** In large part women were written about in antiquity to serve as a mirror for their societies. By understanding the construction of women as oppositional or *not male*, we can actually learn a great deal more generally about views of gender and social norms in the ancient world. Although women in the ancient world only on the rarest of occasions speak for themselves, the strictures placed upon the behavior of both men and women and the expectations to which the sexes were urged to conform can be excavated from literary texts. This course attempts to provide sufficient historical understanding of the role of women in Greece and Rome to illuminate the context of the literary accounts. Readings are drawn from a wide range of authors includ-

ing Homer, Aeschylus, Euripides, Aristophanes, Xenophon, Plato, Menander, Vergil, Livy, Tacitus, Seneca, and Perpetua. The goal is to examine women as the center of the household in both Greece and Rome and to untangle how this relates to their presentation as both victims and promulgators of violence. Satisfies the Humanistic Approaches core requirement. Offered every other year; offered Spring 2012.

**230 The Classical Tradition** This course studies 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 search for models, subject matter, ideas, and standards of beauty and excellence? The emphasis in this course is 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 of Odysseus/Ulysses, Cassandra, and Orpheus). The course also examines the impact of the classical world upon the other arts, as well as upon European and American intellectual life in general. Satisfies the Humanistic Approaches core requirement. Offered every other year; not offered 2011-2012.

**231 Greek and Roman Epic: Genre and Meaning** This course introduces the epic genre in Greece and Rome. The course concentrates on a selection of ancient epic poems including Homer’s *Iliad* and *Odyssey* and Vergil’s *Aeneid*. Students consider each epic as an individual cultural and artistic product, but also how later epics draw upon and respond to earlier ones. The gradually more complex understanding of the epic genre built into the class allows students to investigate how the Greek and Roman epics combine cosmology and human narratives in order to explore the place of human beings in the universe; the relationship between gods and mortals; and the connection between moral, social, or historical order and cosmological order. Satisfies the Humanistic Approaches core requirement. Offered every other year; not offered 2011-2012.

**280 The Archaeology of the Mediterranean World** This course introduces students to the field of classical archaeology, both describing “how to do” archaeology (that is, the techniques of locating, retrieving, and analyzing remains) and reflecting upon how the nature of these techniques influences our understanding of the past. Students discuss specific archaeological sites in their historical, social, anthropological, economic, religious, and architectural contexts. Students explore these sites not as monuments to be admired, but as a means to understand archaeology as a discipline. Attention is given to issues relevant to classical archaeology today, including the looting of ancient sites, issues of cultural property, and ethics in archaeology. Students thus gain an appreciation of the complexities of present-day archaeological research and to both the benefits and limitations of the role of archaeology in creating our images of the past. Offered every other year; not offered 2011-2012.

**301 Greek Tragedy** This course offers an extensive and intensive look at the most impressive and influential surviving Greek tragedies. These plays are studied both as products of fifth century BC Athens and as works of timeless power. Special attention is 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 every other year; offered Spring 2012.

**304 The Ancient Novel** This course explores the Greek and Roman ancestors of the modern novel. Ancient prose fiction is steadily attracting more and more attention, for it opens many windows onto ancient attitudes towards gender, love and sexuality, religious belief and practice, and social relations. The ancient novels also happen to be fun to read, full of hairbreadth escapes, wide-ranging travel, intense and often conflicting emotions, complex and surprising events, and humor, sometimes delicate, sometimes shocking. Offered every third year; not offered 2011-2012.

**305 Inventing the Barbarian** What did it mean to be a “Greek?” a “Roman?” a “barbarian?” This course examines the ways in which the Greeks and Romans understood themselves and the peoples they encountered. The course begins by exploring ancient and modern theoretical discussion of race and ethnicity, and then proceeds through a number of case studies to see how the experiences of the Greeks and Romans contribute to this discussion. Questions considered include how far religion or language, culture or blood-ties can define a community, whether the ancients engaged in racial or ethnic stereotyping, and if so towards what end. An examination of how the concepts of race and ethnicity helped the Greeks and Romans to articulate their identities help us to see how those concepts have shaped our own society as well. Offered every third year; not offered 2011-2012.

**308 Ancient Cities** This course examines the history and architecture of the central institution of the Greco-Roman world, the city. The course focuses on the archaeological remains of cities throughout the ancient Mediterranean and addresses issues of the use of space in ancient town-planning and the political and ideological statements made by urban art and architecture. In addition to tracing historical changes in urban development, major topics of study include the city as an institution, the effect of urbanization on the lives of the inhabitants, and the interpretation of material remains. Offered every third year; offered Fall 2011.

**309 The Roman Revolution** This course explores the period encompassing the disintegration of the Republic and the emergence of autocracy in the Roman world (133 BCE – 14 CE). Students study some of the most powerful personalities of Roman history (Sulla, Caesar, Cicero, Antony, Augustus) and some of its most tumultuous events (civil war, rebellion, riot, reigns of terror, and assassination). Students not only acquire a solid understanding and knowledge of the narrative of the period but also become familiar with its basic controversies, including the relative importance of both individuals and groups in the breakdown of the Republic and the problem of consolidation and institutionalization of autocracy. Offered every third year; not offered 2011-2012.

**311 Greek and Roman Comedy** This class surveys the surviving plays of Aristophanes, Menander, Plautus, and Terence. The class discusses the structural features of Old Comedy (such as the chorus and the parabasis), the canonical definitions of Old, Middle, and New comedy, as well as the revolution of style and taste that differentiates Menander from Aristophanes. In the mythic world of tragedy, mortal trespass results in tragic consequences. In comedy, on the other hand, the mortal realm – flawed, confused, and rudely physical – arrives at the curtain both victorious and fecund. The class looks at the ways in which comedy transgresses social norms and the role of the carnivalesque in ancient culture. Students need not know Greek or Latin but must be willing to perform in front of their classmates. Offered every other year; offered Spring 2012.

**318 Greek and Roman Religion** Students examine the religions of ancient Greece and Rome and the ways in which these religious systems functioned within the context of their societies. “Religion” meant something very different to the Greeks and Romans than it does to modern Americans: it penetrated daily life, politics and law in ways that can seem foreign to us. The course utilizes literary, archaeological and artistic evidence to understand religious practices from the time of the Greek city-states to the establishment of Christianity as the Roman state religion. Topics covered include Greek and Roman conceptions of divinity, temples and sanctuaries, rituals, personal or family religion, gender roles within ancient religion, and the existence of mystery cults. Students read both primary and secondary works to understand Greek and Roman religion as a system of “things done” (ritual) and “things said” (prayer, myth, etc.) and discuss the extent to which it is proper to add the phrase “things believed.” Offered every three years; not offered 2011-2012.

**375 Special Topics in Classics** This seminar involves an in-depth examination of selected topics in the classical world. A different topic may be selected each time the class is offered in accord with the interests of the students and the expertise of the faculty. Relevant theoretical approaches and current research are explored. Students are responsible for research papers and presentations under close supervision of the faculty. *Prerequisite: two Classics courses numbered 200 or above, or permission of the instructor.* Offered every third year or as needed; not offered 2011-2012.

**390 Late Antiquity and the “Fall” of the Roman Empire** This course explores the world of Late Antiquity and the problem of the “fall” of the Roman Empire. Students encounter a variety of perspectives on this period, but examine in some detail the impact of Christianity on the Empire, the Germanic invasions into the Western Empire in the fourth and fifth centuries, and the place of “moral decadence” in theories about the fall of the Empire. Offered every third year; not offered 2011-2012.

**400 Senior Thesis** This course provides the senior Classics major an opportunity to do independent research and to write a thesis on a topic in the ancient Mediterranean world. The student chooses the topic in consultation with a supervising instructor. Although the thesis is anchored in one discipline (e.g., history, art history, literature), the student is encouraged to take advantage of the multidisciplinary nature of the field. Students planning to take Classics 400 are strongly encouraged to consult with a supervising instructor well in advance of preregistration and must submit a completed thesis contract to the Department Chair at preregistration. Thesis contract forms can be obtained from any member of the Classics faculty.

#### 495/496 Independent Study

#### Greek

**101 Introduction to Ancient Greek I** This course is an introduction to the classical Greek of Athens in the fifth and fourth centuries BCE and is primarily designed to provide students a foundation for reading Greek tragedy, philosophy, and history in the original. Special emphasis is placed on the sound of Greek. Students also become familiar with some of the fundamental characteristics of Greek civilization. Successful completion of this course and Greek 102 satisfies the university’s foreign language requirement.

**102 Introduction to Ancient Greek II** This course is a continuation of 101. Students further their study of the basic grammar and vocabulary of classical Greek with the aim of reading Greek tragedy, philosophy, and history in the original. Special emphasis is placed on the sound of Greek. Students also become familiar with some of the fundamental characteristics of Greek civilization. Successful completion of this course and Greek 101 satisfies the university’s foreign language requirement. *Prerequisite: 101 and 102 are sequential courses; 101 with grade of C- or higher or permission of the instructor required for 102.*

**201 Intermediate Greek** Review of grammar, readings of ancient authors. *Prerequisite: GRK 102 or permission of instructor.* Offered Fall term only.

**301 Advanced Greek Reading** Students read substantial selections from ancient authors. The majority of class time is spent on the study of the syntax, semantics, and stylistics of those readings in order to build students’ speed and accuracy in reading Greek, and to facilitate appreciation of the texts. In addition, students become familiar with the cultural contexts of their readings through discussion, brief lectures, secondary readings, and student reports and papers. Reading selections vary: they may be centered on the production of a single author, or organized around a cultural theme, literary genre, or historical event. *Prerequisite: GRK 101, 102, and 201, or equivalent.* May be repeated for credit.

#### Latin

**101 Elementary Latin I** This course is an introduction to classical Latin (particularly as spoken, written, and read in the first centuries BCE and CE) and provides students a foundation for reading Roman poetry, drama, oratory, and history in the original. Special emphasis is placed on the pronunciation of Latin. Students also become familiar with some of the fundamental characteristics of Roman civilization. Successful completion of this course and Latin 102 satisfies the university’s foreign language requirement.

**102 Elementary Latin II** This course is a continuation of 101. Students further their study of the basic grammar and vocabulary of classical Latin with the aim of reading Roman poetry, drama, oratory, and history in the original. Special emphasis is placed on the pronunciation of Latin. Students also become familiar with some of the fundamental characteristics of Roman civilization. Successful completion of this course and Latin 101 satisfies the university’s foreign language requirement. *Prerequisite: 101 and 102 are sequential courses; 101 with grade of C- or higher or permission of the instructor required for 102.*

**201 Intermediate Latin** This course is a continuation of first-year Latin. After a brief grammatical review, students read selections from ancient authors. *Prerequisite: LAT 102 or permission of instructor.* Offered Fall term only

**301 Advanced Latin Reading** Students read substantial selections from ancient authors. The majority of class time is spent on the study of the syntax, semantics, and stylistics of those readings in order to build students’ speed and accuracy in reading Latin, and to facilitate appreciation of the texts. In addition, students become familiar with the cultural contexts of their readings through discussion, brief lectures, secondary readings, and student reports and papers. Reading selections vary: they may be centered on the production of a single author, or organized around a cultural theme, literary genre, or historical event. *Prerequisite: LAT 101, 102, and 201, or equivalent.* May be repeated for credit.

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## COMMUNICATION STUDIES

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Professor: Kristine Bartanen, *Academic Vice President and Dean*; Dexter Gordon; James Jasinski; A. Susan Owen

Associate Professor: Derek Buescher; Renée Houston, *Chair*

Assistant Professor: Stephanie Tong; Bianca Wolf

### About the Department

Students majoring in Communication Studies examine the human, social, political, institutional, and mediated dimensions of human communication practices and processes. In every course in the program, students learn how these communication practices and processes construct and reconstruct meanings, enable and constrain social interaction, and interact with institutional structures and cultural, historical, and political forces. Students choosing a major in Communication Studies develop analytic and cognitive skills that enhance their capacity for critical thinking, intellectual curiosity about human communication, and proficiency in basic critical/interpretive and social science methods of communication research. Students demonstrate their command of this material by the capacity to (1) conduct independent critical inquiry and social scientific research, (2) locate and interpret primary materials when formulating original conclusions, and (3) communicate the results of their research to diverse audiences, both orally and in writing. The competencies emphasized within the

Communication Studies program are integral to postgraduate study, a wide range of occupations, and the full and open discourse essential for democratic citizenship in the twenty-first century.

In consultation with their advisor, students typically concentrate their major course work in one of four emphasis areas: Cognitive and Behavioral Studies (interpersonal, persuasion and social influence, conflict, communication research), Rhetorical Studies (political communication, argumentation, rhetorical theory and criticism, rhetoric and the law), Media Studies (television criticism, film criticism, mass communication), and Organizational Studies (group, organizational, and computer-mediated communication). The department encourages students to complement their Communication Studies major with either a minor in a related discipline or a minimum of five courses in a supporting field, selected in consultation with their department advisor.

## Cocurricular Activities

The Department of Communication Studies sponsors activities that include a competitive forensics program, including Cross Examination Debate Association (CEDA) and National Parliamentary Debate Association (NPDA) debate. The department also sponsors the Washington Alpha Chapter of Pi Kappa Delta, a national forensic honorary. Participation in these projects is open to all university students. Activity credit may be granted with prior approval of the department. The department sponsors a chapter of Lambda Pi Eta, the national undergraduate honor society.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Bachelor of Arts in Communication Studies

1. COMM 200, 232, and 244;
2. Two units selected from COMM 308, 332, 343, 344, and 373; one of the units must be either 332 or 344;
3. Five elective units selected and approved through advising from COMM 220, 252, 291, 299, 308, 321, 322, 332, 343, 344, 346, 347A, 347B, 348, 350, 354, 360, 368, 370, 373, 384, 399, 422, 442, 444, 460, 461, 498; theory courses taken to fulfill requirement #2 above may not count toward the elective requirement;
4. At least one of the five elective units must be a senior capstone seminar selected from COMM 422, 442, 444, 460, and 461;
5. Only one 200 level elective and one unit from COMM 498 may be counted toward the major. In certain instances, one unit of INTN 497 may be counted toward the major with the approval of the department chair;
6. Communication Studies majors and minors may not use a Communication Studies course to fulfill a university core requirement *and* a major/minor requirement; Communication Studies courses will either count as a major or minor requirement or as a university core requirement.

## Requirements for the Minor in Communication Studies

Completion of 6 units, to include COMM 200, 232, and 244; one unit selected from COMM 308, 332, 343, 344, and 373; one of the remaining two units must be at the 300 or 400 level.

## Notes

1. Students majoring or minoring in Communication Studies must earn a grade of C- or higher in all courses which are taken in fulfillment of a major or minor requirement.
2. The Communication Studies 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 Studies

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

### Writing and Rhetoric

**102 Social Scientific Argumentation**

**103 Imperialism and Cinema**

**104 Constitutional Controversies**

**105 The Rhetoric of Race Relations: From Abolition to Civil Rights and Beyond**

**107 Rhetoric, Film and National Identity**

**108 The Rhetoric of Contradiction in Work-Life**

**109 The Rhetoric of Social Justice**

**110 Contemporary Controversies**

### Scholarly and Creative Inquiry

**190 The Discourses of Slavery**

**Other courses offered by Communication Studies Department faculty.** See *Connections in the Core Curriculum* section of this Bulletin for Connections course descriptions (page 43).

**AFAM 346, African Americans and American Law**

Satisfies the Connections core requirement.

**CONN 340, Gender and Communication**

Satisfies the Connections core requirement.

**170 Introduction to Media Studies: Governmentality and Torture** This course introduces the discipline of Communication Studies through the allied fields of media and cultural studies. Students gain foundational understanding in methods and critical approaches to contemporary media. The course begins with a survey of media structures and institutions (questions of media role in democracy), media texts and genres (questions of media form), and media and identity (questions of representation). The course transitions from this overview into topical or thematic views of media. Topics may include: (1) representation and ideology with attention to race and gender; (2) trauma and torture pre and post 9-11; (3) memories of war, trauma, and immigration with attention to imperialism, race, and gender; (4) media and social/economic systems; (5) public sphere deliberation and media as democratic processes; or (6) Disney Culture. Satisfies the Humanities Approaches core.

**200 Introduction to Communication Inquiry** This course introduces students to the kinds of questions scholars ask about human communication. The class focuses on the traditions of rhetorical and critical scholarship as well as social scientific studies of communication. The course orients students to the ongoing scholarly conversation in each of these research traditions. More specifically, the course explores the origins and development of the discipline within the liberal arts tradition;

asks students to describe, interpret, and evaluate communication phenomena; examines examples of contemporary communication scholarship; and encourages students to explore opportunities for original contributions to the body of knowledge regarding human communication. Offered each semester.

**220 Introduction to Media Studies** This course introduces the interdisciplinary field of media studies. Students gain a foundation in key concepts, methods and theories in the study of media, communication and culture. Topics include the history of media and communication theory, media structures and institutions; media industries and organizations; media texts and genres; and media and identity (class, gender, race, age). Using the primary textual examples of advertising and news information (across print, television, radio, and internet) students are encouraged to apply the theoretical vocabularies and skills of analysis covered in this course to think critically about the role the mass media plays in contemporary societies. Offered frequently.

**232 Communication Research Methods** This course introduces students to the research tools necessary to locate, understand, evaluate, and synthesize social scientific arguments regarding communication processes. Curriculum includes the philosophy of the social sciences, measurement issues, basic experimental and research design, and an introduction to statistics. Students gain the skills necessary to interpret scientific arguments and conduct their own, original investigation of a major communication theory. The studies are designed to resolve an argument between competing perspectives for a communication outcome. *Prerequisite: completion or concurrent enrollment in COMM 200.*

**244 Rhetorical Criticism** This course introduces students to critical and interpretive research. Students become familiar with some of the more important critical approaches to the study of public communication. Students learn how to locate and read historical-critical scholarship; how to describe, analyze, interpret, and evaluate prose discourse; and how to formulate their own critical insights into sound oral and written arguments. *Prerequisite: completion or concurrent enrollment in COMM 200.*

**252 Health Communication Campaigns** Health communication campaigns are coordinated, large-scale efforts to promote health and reduce health risks. Campaigns are traditionally rooted in 1) persuasive approaches which focus on altering attitudes, beliefs, and behaviors and 2) communicative approaches that evaluate multiple levels of communication, different channels, and diverse communication technologies. This course introduces the historical perspectives of health campaigns, provides insights into various theories which inform campaign work, and reviews the methodological considerations of researching, implementing, and evaluating health campaigns. In this course students explore the design and analysis of health campaigns blending theory, practice and methods to critique past, present, and future campaigns. This course stresses practical application as students develop a hypothetical health campaign by which they come to fully understand the ways that campaigns are planned, organized, executed, and evaluated. This course covers a wide range of theories and topics on health campaigns including but not limited to: Agenda Setting, Agenda Building, Uses and Effects, Cultivation, Parasocial Interaction, Edu-tainment, Social Marketing, Diffusion of Innovations, Health Belief Model, Social Norms, Stages of Change, and Knowledge Gap. Satisfies the Social Scientific Approaches core requirement. Offered frequently.

**291 Film Culture** This course uses film as its text to examine diverse and competing views of full and equal membership in human communities, and the perceived worth of marginalized groups as members of those communities. Course materials examine the role of film and film genre in con-

structing and challenging cultural identity with special emphasis on race, gender, and sexuality. The course explores new queer cinema, new African American cinema, and feminist film sensibilities in the context of historical and contemporary film genre. The course examines the role of human tragedy, comedy, film noir, and postmodern drama in the cinematic articulation of human identity and cultural values. The course is particularly focused upon tensions in cinema that address competing notions of “stable” and “fluid” human identity. The course offers students an opportunity to reflect upon a broad range of historical and contemporary film texts that address issues of cultural identity, belonging, and resistance in the human community. Satisfies the Humanistic Approaches core requirement. Offered frequently.

**292 Forensics** 0.25 activity unit Participating in intercollegiate forensics. May be repeated for credit.

**299 Supervised Research** credit variable up to 0.5 unit This course provides research experience in either social science or the critical/interpretative research tradition for advanced sophomores and juniors. Students assist a department faculty member in various aspects of the research process (e.g. reviewing literature, gathering and analyzing data, etc.). Students must prepare and submit a written summary of their research work for a final grade. Interested students should contact the department chair to see what research opportunities are available in a given semester. May be repeated for a maximum of one unit of credit. *Prerequisite: COMM 200; completion or concurrent enrollment in COMM 232 and 244.*

**308 Introduction to Organizational Communication Theory** This class introduces students to the field of Organizational Communication as it exists within the broader discipline of Communication Studies. This course examines a range of topics studied in organizational communication, including: productivity, rationality, power, culture, crisis communication, change, technology, and globalization. Throughout, the class uses examples and case studies from a range of organizations, including corporate and government organizations, educational institutions, persuasive campaigns, non-profit organizations, the media, and virtual organizations. Offered every other year; offered Fall 2011.

**321 Film Criticism** This is a critical writing course which focuses on how popular film narratives (independent and mainstream) function in American culture. Students 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 is contextualized through attention to visual and narrative construction of gender, race, ethnicity, nationality, sexuality, and social class. Course materials include readings and videostreamed films. Additionally, students select a film of their own choosing for intense study. Not appropriate for first year students. *Recommended: COMM 244, 291, or a comparable course in critical writing.* Offered frequently; offered Spring 2012.

**322 Television Culture** This advanced course addresses the cultural influences of American television from 1946 to present day. In particular, the course examines the intersections of the television medium with politics and government, social movements, cultural conflicts, film aesthetics, advertising and consumerism. Some of the topics covered in the course include the changing character of broadcast news (from Edward R. Murrow to Jon Stewart), women and feminism in television, television genres, and television and race. *Prerequisite: COMM 220, 244, or comparable courses in critical writing recommended; junior or senior standing.* Offered frequently; offered Fall 2011.

**332 Communication Theory** Communication Theory is an advanced course that examines the major theoretical constructs relevant to the study of human communication. Emphasis is on understanding a variety of perspectives from which human communication can be viewed. *Prerequisite:*

*junior or senior standing or permission of instructor; COMM 232 recommended.*

**343 Argumentation Theory** This course examines theories of argumentation to explore how communities arrive at decisions. To that end, this course develops the skills of reason-giving and critical evaluation that are central to competent participation in a democratic society. In this course, students actively engage the formal structure of arguments. Students learn to evaluate the rhetorical claims of others while constructing their own claims with reasoning adapted to the constraints of the situation. Students learn to question, analyze and critically engage the claims, grounds, warrants, evidence and reasoning of public discourse and will grasp the major theoretical trends in the field of argumentation. While the course focuses on the major theoretical trends of argumentation, it does so through grounded topic areas to understand the relationship between *theoria* and *praxis*. Primarily, the course covers theories of the public sphere, the body, visual argument, feminist argumentation, collective memory, and critical approaches to argumentation. *Prerequisite: junior or senior standing or permission of instructor; COMM 244 recommended.* Offered every third year.

**344 Rhetorical Theory** Rhetorical Theory is an advanced course that examines the evolution of rhetorical theory during the past twenty-five hundred years and the cultural forces that 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. *Prerequisite: junior or senior standing or permission of instructor; COMM 232 recommended.*

**346 Rhetoric and the Law** For most of recorded history, the study of law and the study of rhetoric were linked. The professionalization and specialization of legal education in the late nineteenth and early twentieth centuries severed a connection that had persisted for two thousand years. Over the past few decades, rhetorical scholars in communication departments and scholars in other academic disciplines (including political science, literary studies, and the law itself) have begun to forge a new link among the law, legal advocacy, and rhetoric, and this course introduces students to this relatively new interdisciplinary movement. The course concentrates on three intersecting themes: the law as language, the law as argument, and the law as constitutive rhetoric. *Recommended: COMM 244.* Offered every other year.

**347A Studies in Public Discourse: Contemporary Public Discourse** This course analyzes the creation, reception, and impact of American public discourse over the last five decades. Course material focuses on the process of rhetorical advocacy as it occurs in key political and cultural events and significant public controversies. Through detailed analysis of message construction, the course enhances students' appreciation of the range of strategic choices available to public advocates, increases students' understanding of the limitations and constraints that confront public advocates, and nurtures students' ability to analyze and evaluate public discourse. Through the reconstruction and analysis of important episodes and controversies in recent American history (including decisions to drop the atomic bomb, the cold war, Vietnam, civil rights, and feminism), the course develops students' knowledge of the role of public discourse in historical events and illustrates the relationship between rhetorical practice and American public culture. *Recommended: previous work in rhetorical studies (COMM 244, 343, or 344).* Offered every three years.

**347B Studies in Public Discourse: African American Public Discourse** This course analyzes the tradition of African American public discourse from the late eighteenth to the early twenty-first centuries. Through detailed analysis of message construction, the course enhances students' appreciation of the range of strategic choices available to African American advocates, increases students' understanding of the limitations on constraints that have confronted public advocates, and

nurtures students' capacity to analyze and evaluate various forms of public discourse. Course topics include: the emergence of an African American public voice in late eighteenth-century America (e.g. Benjamin Banneker, Absalom Jones), African American abolitionist voices (e.g. David Walker, Frederick Douglass, Henry Highland Garnet), the advocacy efforts of African American women (Maria W. Stewart, Sojourner Truth, Ida B. Wells), African American public discourse in the reconstruction and post-reconstruction era (e.g. Joseph Rainey, Booker T. Washington, W.E.B. DuBois), the twentieth-century civil rights movement (the *Brown* decision, Martin Luther King, Jr., Malcolm X, "black power" advocates), and various contemporary civic controversies (e.g. reparations, affirmative action). *Recommended: previous work in rhetorical studies (COMM 244, 343, or 344).* Offered every other year.

**348 Political Communication** This course examines the historical development of "the rhetorical presidency," the genres of presidential discourse, and the process of policy deliberation in the legislative branch. The course also explores the idea that political communication constructs or "frames" our culture's "social reality" (our shared values, traditions, behavioral norms, etc.). The course prepares students to become more sophisticated and literate consumers of political communication. *Recommended: COMM 244.* Offered every other year.

**350 Interpersonal Communication** Advanced study of theories and research processes that examine the social, cognitive, and affective processes which govern face-to-face communication. *Prerequisite: completion or concurrent enrollment in COMM 200; COMM 232 recommended.* Offered every other year; offered Fall 2011.

**354 Communication and Conflict** An advanced seminar that 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. *Prerequisite: completion or concurrent enrollment in COMM 200; COMM 232 recommended.* Usually offered every other year.

**360 Contemporary Issues in Organizational Communication** Using a variety of different organizational lenses (i.e. culture, workgroup, and agent), students learn to think through issues in modern organizations. Course materials encourage students to take the role of organizational agents as they face ethical dilemmas in examining contemporary organizational issues such as gender, language, class, and technology. Students can expect a variety of theory and application, integration through intensive class discussion, ethics case papers, and an in-depth group project, which includes a 40-minute professional presentation. Other assignments focus on developing writing skills that are appropriate for typical business and professional settings. The goal of the course is to encourage student reflection on how everyday communication (e.g. writing a simple memo) can affect and construct a system of interaction with profound organizational and social consequences. *Prerequisite: junior standing or instructor permission.* Offered every year.

**368 Organizational Communication Systems** Since organizations cannot exist without communication and interaction, organizational life is filled with communication activities. Management and coordination, training, decision-making, and conflict are only a few examples. On another level, organizations are themselves the products of the constant processes of organizing. Thus, communication forms and maintains organizations by enabling the process of organizing. This course provides an intensive inquiry into systems theory as a way of understanding organizational communication. Initially the course reviews a variety of approaches which inform our understanding of organizational communication as it is practiced

in the everyday life of organizations; however, a large part of the semester is spent studying the various incarnations of systems theories as they are used to understand the organizational processes and practices. The course closes by considering the relationship of organizations to the environment. The course focuses on the impacts organizational practices impose on our natural environment and how management might change those practices to create a sustainable environment. Offered every other year.

**370 Communication and Diversity** The purpose of this course is to enhance students' understanding of diversity issues as they relate to the study of communication. The course looks at how the media, its images and discourses, shape one's understanding of experiences, shape the experiences of women, and the experiences of people of color. The course also explores the ways in which elements of the media socially reproduce prejudice and foster resistance to prejudice. As a result of engagement in the course, students gain the ability to critically analyze and evaluate media products. They also become aware of critical professional issues in relation to a diversified workforce as it relates to the production, distribution, and consumption of media products. *Prerequisite: junior or senior standing.* Offered every three years; offered Spring 2012.

**373 Critical Cultural Theory** This course introduces students to the methodological and theoretical approaches of cultural studies and does so with attention to both the interrelationships of race, gender, and class as well as the contemporary politics of social justice. Although this course is, in general, not canonical in its orientation, the suggested readings do point students toward some key scholarship in cultural studies. Beyond seeing cultural studies, as traditionally viewed by academics, as developing out of Western academic critiques of culture and philosophy, this course examines the multiple locations, and politics of these locations, that gave rise to cultural studies. The course has many goals: to introduce the nascent field of cultural studies scholarship, to encourage analysis of the "politics of location" of cultural studies research, to provide a broad understanding of the history of cultural studies, and to help students ground their own perspectives within an area of cultural studies scholarship with particular and particularistic assumptions, perspectives, and approaches. *Prerequisite: COMM 244; COMM 321, 322, 343 or 344 recommended.* Offered every other year; offered Spring 2012.

**384 Topics in Communication** Upper level courses in various areas of the communication discipline. Course content varies with each offering. May be repeated for credit. Maximum one unit applied to major requirements.

**399 Supervised Research** credit variable up to 0.5 unit This course provides research experience in either social science or the critical/interpretative research tradition for juniors and seniors. Students assist a department faculty member in various aspects of the research process (e.g. reviewing literature, gathering and analyzing data, etc.). Students must prepare and submit a written summary of their research work for a final grade. Interested students should contact the department chair to see what research opportunities are available in a given semester. May be repeated for a maximum of one unit of credit. *Prerequisite: COMM 200, 232, and 244.* Offered each semester.

**422 Advanced Media Studies** This course is the capstone of the media studies curriculum. Students have the opportunity to study the historical, technological and economic contexts within which images of the human body have been circulated, regulated, and negotiated. Counts toward a minor in Gender Studies. *Prerequisite: COMM 321 or 322 or permission of instructor.* Offered every other year.

**442 Persuasion and Social Influence** This course is the capstone of the social/behavioral studies curriculum. Students explore rhetoric, persuasion, and coercion through the use of symbols. The course examines the cognitive, social, and rhetorical dimensions of attitude change by considering how messages are used to affect the behaviors of individuals. The course focuses on the major theories of attitude change, research on communication and conformity, rhetorical use of symbols, and the effects of persuasive messages. *Prerequisite: junior or senior standing or permission of the instructor.* Usually offered every other year.

**444 Advanced Rhetorical Studies** This course is the capstone of the rhetorical studies curriculum. As such, it presupposes that students grasp the analytic techniques introduced in COMM 244 and the conceptual issues introduced in COMM 344. Its purpose is to examine exemplary forms of scholarly inquiry in rhetorical studies in order to better prepare students to engage in independent and creative scholarly inquiry. *Prerequisite: junior or senior standing or permission of instructor.* Offered every third year.

**460 Technology, Organization, and Globalization** This course is the capstone of the organizational studies curriculum. Students consider how communication and collaboration technologies influence the creation, content, and pattern of knowledge networks within and between organizations. The course focuses special attention on recently emerging organizational forms including the virtual organization, the network organization, and the global organization. The remainder of the course examines how communication technology systems are changing the very fabric of our work experience in the twenty-first century. Discussion focuses on the relationships between technologies and social practices at the individual, group, organizational, interorganizational and global levels, as well as organizational and societal policy issues. *Prerequisite: COMM 308.* Offered every third year.

**461 Advanced Organizational Communication** This course is a capstone of the Organizational Studies Curriculum. Students have the opportunity to explore a variety of qualitative inquiry methods as applied to the study of anticipatory socialization, entry, assimilation, and expectations of work/life balance in organizations. *Prerequisite: COMM 308 or permission of instructor.* Offered every other year; offered Spring 2012.

**498 Internship Tutorial** Students who enroll in this course work with a faculty member in the Communication Studies department to develop an individualized learning plan that connects the actual internship site experience to study in the major. The learning plan will include required reading, writing assignments, as well as a culminating project or paper. *Prerequisite: approval of tutorial professor and the Internship Coordinator.*

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## COMPARATIVE SOCIOLOGY

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Professor: Richard Anderson-Connolly; Leon Grunberg, *Chair*; Sunil Kukreja (on leave Spring 2012)

Associate Professor: Monica DeHart (on leave Fall 2011); Margi Nowak; Gareth Barkin; Andrew Gardner; Benjamin Lewin;

Assistant Professor: Jennifer Utrata (on leave Spring 2012)

### About the Department

The disciplines of sociology and anthropology provide the foundation for an integrated curriculum in the Department of Comparative Sociology at Puget Sound. Faculty members representing both



disciplines share a fundamental concern for 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 is to provide students with a program that enables them to: 1) comprehend the diversity and similarities 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 socio-cultural phenomena in light of relevant assumptions, knowledge, theory, and praxis; and 4) effectively communicate acquired knowledge and insight.

A major in comparative sociology provides an excellent opportunity to develop knowledge and skills valued in a wide range of career possibilities in the private or public sectors. It also provides excellent preparation for graduate study in anthropology, sociology, social work, law, criminology, counseling, or public policy. Further, the major is a rewarding end in itself, providing students with valuable experiences for their intellectual growth.

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

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Major

The major in Comparative Sociology consists of eleven courses:

Required Courses: 200, 204, 295 or 296, 301, 302, 490 and 491.

Elective Courses: Four courses in Comparative Sociology, two of which must be at the 300-level or above. (CONN 335 and CONN 480 can each be used as one of the 300-level or above electives.)

Majors may satisfy no more than two university core requirements from Comparative Sociology offerings.

## Requirements for the Minor

A minor in Comparative Sociology consists of six courses: 200, 204, 295 or 296, and three electives, one of which must be at the 300 or higher level.

### 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 major or 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. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

### Scholarly and Creative Inquiry

**100 The Sociology of College Life**

**107 The Anthropology of Societal Collapse**

**117 The Anthropology of Food and Eating**

**118 Social Organization and Change in the Developing World**

**120 Social Order and Human Freedom**

**125 Culture Wars: A Global Context**

**130 Murderous Neighbors, Compassionate Strangers: Disparate Responses to Genocide**

**140 Modern Revolutions**

### Other courses offered by Comparative Sociology Department faculty

**CONN 335, Race and Multiculturalism in the American Context**

Satisfies the Connections core requirement. See *Connections in the Core Curriculum* section of this Bulletin for course description (page 43).

**CONN 480, Informed Seeing**

Satisfies the Connections core requirement. See *Connections in the Core Curriculum* section of this Bulletin for course description (page 43).

**IPE 201, Introduction to International Political Economy**

Satisfies the Social Scientific Approaches core requirement

**103 Social Problems** This course offers a sociological analysis of conditions, social and environmental, which are considered to constitute problems affecting the quality of social life. The class is divided into three main sections. First, students examine how social problems are created and framed. Second, students study three major sources of inequality (gender, race, and social class). The last section of the semester focuses on specific social problems within modern institutions such as family, media, and medicine. Satisfies the Social Scientific Approaches core requirement.

**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 are 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 Humanistic Approaches core requirement.

**202 The Family in Society: Critical Perspectives** This course challenges students to learn to “see” families sociologically and to think critically and comparatively about the family as a complex social institution. Rather than assuming a universal model of the family, course readings examine families in the United States and elsewhere in the world as diverse entities shaped by economic and political factors, gender ideologies, racial and class inequalities, sexual norms, and cultural changes. Family ideals frequently clash with contemporary family realities; social science is a powerful tool for illuminating the implications and meanings of family continuity and change.

**204 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 are compared to the U.S. system of stratification, and the theoretical and policy implications that emerge from these comparisons are discussed. Satisfies the Social Scientific Approaches core requirement.

**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; offered Spring 2012.

**212 Sociology of Gender** Gender surrounds us, but ideas about gender in popular culture often oversimplify its workings. This course provides an overview of a sociological perspective on gender, with close attention to the relational construction of gender difference through analyzing both femininities and masculinities, as well as how gender intersects with other differences such as race, class, ethnicity, and sexuality. The first half of the course examines gender inequality from several classic and contemporary theoretical perspectives. The second half foregrounds empirical research on gender and how gender works and changes over time in institutions that affect our daily lives such as schools, families, and workplaces. Readings focus on the United States as well as other countries within our increasingly globalized world. Satisfies the Social Scientific Approaches 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 postindustrial 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 social structure, regional development, and the emergence of an integrated national political economy. The course is 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. Offered occasionally; not offered 2011-2012.

**230 Indigenous Peoples: Alternative Political Economies** This course examines 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 focuses on so-called “tribal” peoples and their increasingly threatened, yet still instructive lifeways, the course also deliberately considers selected points of contrast and comparison involving “modern” societies as well. Toward this end, the course uses 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 is 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. Satisfies the Social Scientific Approaches core requirement. Offered every other year; offered Spring 2012.

**295 Social Theory** This course offers an in-depth survey of sociology’s foundational theoretical perspectives. Students analyze, compare, and apply the ideas of a range of classic and contemporary social theorists, and in doing so develop a keen appreciation for how the lens we use to think about and perceive various social phenomena profoundly shapes our questions and conclusions about the world. The course focuses on the kinds of questions that have been asked by influential nineteenth- and twentieth-century thinkers, as well as the theories they have constructed to answer them. The first half of the course focuses on the “classical” theorists, including Marx, Durkheim, and Weber. The second half is devoted to several contemporary perspectives that build on and extend the classical theories, including feminist theory, Goffman, Bourdieu, and Foucault. The idea of “emancipation” is used as a heuristic tool for thinking through a range of social theories.

**296 Anthropological Theory** Anthropological theory sees the world through a disciplinary lens that focuses on culture—shared understandings—while looking broadly and holistically at the human condition across a broad range of times and places. This course invites students to “think anthropologically” as they become familiar with the various lines of thought that have characterized anthropology since its earliest days to the present. In addition, students also learn to grapple theoretically with a contemporary problem and articulate their thoughts on the issues in terms of relevant anthropological theorists. Examples of problems that could be considered in the course include the following: the issue of “ownership” of indigenous culture, the unresolved problems of multiculturalism, or the interrelationships linking globalization, terrorism, and genocide. The course involves heavy reading demands and is conducted seminar style with students expected to lead and contribute to class discussions on a daily basis. *Prerequisite: CSOC 200 or permission of instructor.*

**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. *Recommended: MATH 160.*

**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.

**305 Heritage Languages and Language Policies** Using the perspectives of linguistic anthropology and sociolinguistics, this course investigates not only languages and the people who speak them, but also some of the ideologies and policies (in schools, government, and work) that impinge on issues of language rights and practice. Beginning with a comparative consideration of the semantic “load” carried by several specific key words in different languages/cultures, the course proceeds to examine the larger theme of language loss, looking in particular at endangered indigenous languages. Complementing this focus on the threat faced by “small” languages around the world, the course also considers examples of systematic efforts, on the part of native speakers and policy makers, to affirm linguistic diversity in multicultural societies, exploring in this connection such topics as bilingualism and diglossia (including Ebonics and Creoles). The course ends with a critical look at some of the

rhetoric, ideologies, and policies geared to promote or challenge monolingualism in the U.S.

**308 Visual Anthropology** Students focus on visual anthropology in its primary and original form: as a research practice. Specifically, they investigate and practically explore the use of visual media as a tool for anthropological research and presentation. They discuss visual anthropology both as a supplement to textually-focused ethnography, and as an end in itself, in the creation of a visual product that explicates cultural realities. The class explores the three modes through which visual anthropologists have attempted to do this: still photography, motion film and video, and computer-based media. The class combines the discussion of theoretical and ethical issues, film and video screenings, and practical assignments in visual ethnography, using a variety of available media. *Prerequisite: CSOC 200.*

**310 Critiquing Education** Anthropologists and sociologists have long studied socialization (the process by which individuals learn to become functioning members of their own culture, and thereby human society). More recently, some anthropologists have focused their attention on a narrower aspect of socialization—education (formalized as “the educational system” in societies such as ours). Anthropologists who do fieldwork among students, teachers, administrators, and school settings are often critical of the ways in which “differences from the purported norm” (in such domains as race, gender, language, ethnicity, economic class, and biopsychological functioning) are defined, valued, and treated by powerful interests within and beyond the school system. At the same time, outside the field of anthropology, proponents of the approach known as critical pedagogy (such as Paulo Freire, Peter McLaren, Henry Giroux, and Michael Apple) have been and continue to be highly critical of the educational system as they see it operating in North America. Considering both of these two avenues of critique—the anthropology of education and critical pedagogy—this course examines multiple views of “the education system” as seen and articulated by parents, disability advocates, teachers, and students (as well as anthropologists and critical theorists), with special attention given to the intersection of formal education systems with disability, socioeconomic position, and minority (particularly Native American, African-American, and bilingual) experience. The goal of studying, discussing, analyzing and interpreting these views is twofold. First, students explore how different types of critiques focus on differences that have been socially constructed to “matter” in particular educational contexts. Beyond that, this course also aims to facilitate students’ ability to produce for themselves a knowledgeable critique of critiques on the subject of contemporary patterns of socialization and education.

**312 Indonesia and Southeast Asia in Cultural Context** This course provides an anthropological overview of Southeast Asia, one of the most diverse and fascinating regions of the world, with a focus and required field component in Indonesia. Because of the Indonesia trip, the course requires an application and students are responsible for some expenses, including airfare. As a survey of Southeast Asian cultural groups and histories from an ethnographic perspective, the course begins on campus, but finishes in Yogyakarta, Central Java—a city often described as the cultural heart of Indonesia, and the country’s center of higher education. In the first section of the class students investigate the prehistory, archaeology, and initial migration to the region. Students then examine the origins of agriculture and the development of complex state societies, and the influence of world religions (Hinduism, Buddhism, and particularly Islam) in the cultural development of SE Asia. Students then look at case studies of ‘indigenous’ peoples in the region. Students also explore the economic and cultural impact of European colonialism and the response of SE Asian people to the European presence, as well as the post-colonial period of nation building. The final section of the course is more geographically focused, and looks at the cultural component of many important issues in modern day Indonesia, including environmental decline and deforestation, the impact of

globalization and industrialization, the problems of ethnic and religious minorities, and human rights concerns. Students develop individual research projects that incorporate both library research and ethnographic fieldwork while in Indonesia. The Indonesia portion of the course lasts approximately 18 days, beginning shortly after the semester ends, and features an immersive stay at a local university including language instruction, guest lectures by Indonesian scholars, trips to cultural and historic sites, ethnographic projects, a multi-night stay in a rural village, and potential trips to Bali or other neighboring islands. Puget Sound students stay in the dorms alongside Indonesian students, some of whom sit in on class sessions and help introduce the visitors to their culture and lifestyle through group activities. Two faculty members accompany the group, and course meetings continue abroad, while taking advantage of the Indonesian setting with ethnographic assignments and individualized research projects developed prior to departure. The course is limited to 10-12 students and requires an application and instructor permission. There are fees related to the trip, including the plane ticket. Contact the course instructor for more information. *Prerequisite: CSOC 200, application, and permission of instructor.* NOTE: This course will require an 18-day field component in Indonesia, and will require students to pay their own airfare, as well as other potential program fees. Applications will be accepted from all students who have met the prerequisite of CSOC 200 (Cultural Anthropology), and a panel of two faculty members (the instructor and one other member from CSOC or the Asian Studies Program) will evaluate applications on the basis of: (1) academic performance, (2) well-articulated ability/willingness to deal with adverse situations and cultural difference, (3) recommendations by Puget Sound faculty members, (4) interest and enthusiasm for study in and about Southeast Asia, and (5) a clean disciplinary record at the university.

**314 Criminology** Criminology is widely defined as the study of the nature, causes, and dynamics of crime and crime control in society. Accordingly, criminologists are often concerned with a range of issues including the structural determinants of crime, victimology, social-psychological characteristics of criminals and penology. Any attempt to explore these issues requires that one be cognizant of the assumptions (implicit and explicit), values, and social forces involved in shaping the study of crime and related issues. Partly based on this, the course is designed with the following objectives: 1) to foster sociological understanding of the issues outlined above the application of such an approach requires a constant awareness of the interplay between individuals and social forces in examining and understanding this social phenomenon; 2) to critically examine the conventional wisdom and select social science based theories about crime and society; and 3) to develop an appreciation of the complexity of the crime phenomenon as well as criminological discourse. Offered every other year; not offered 2011-2012.

**315 Identity Politics in Latin America** This course explores the rise of identity politics within Latin America since the 1990s. It asks how ethnic, racial, feminist, sexual, and transnational identity politics have shaped the nature and goals of a diverse array of social movements in the region. It draws on ethnographic analyses to analyze how specific instances of identity politics emerged from particular historical and national contexts to challenge traditional hierarchies of power in new ways. The course also utilizes fictional, testimonial, and film sources for further investigation of the experiences of participants within these movements and their implications for transformations in Latin American society. *Prerequisite: LAS 100 or CSOC 200, or permission of instructor.* Offered occasionally; next offered Fall 2011.

**316 Social and Cultural Change** In this course students 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 is 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.”

**318 Women and Global Inequality** This interdisciplinary course uses 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. The inquiry includes 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, the problem of bias in anthropological, sociological, and feminist inquiry launched from countries of the Northern Hemisphere and its consequences for the study of gender in the social structure and culture of non-industrialized peoples is addressed. Offered occasionally; offered Fall 2011.

**323 Tourism and the Global Order** In the contemporary world, tourism is often the foremost, and only, process that brings together people from different parts of the world, allowing those from the “West” and those from the “Third World” to interact on a face-to-face basis under peaceful, if not always equal, circumstances. As such, tourism as a phenomenon and as a process raises questions about global interconnections and global movements of finance, cultural and material artifacts, ideas, and people across national and cultural boundaries. This course addresses a wide range of issues, including the economic, social, and cultural implications of tourism, the impact of global tourism on the environment and global conservation efforts, and tourism as a vehicle of social change and as a facilitator of cultural and material globalization. The issues covered in this course relate to everyday processes and events—especially the taken-for-granted process of *travel* itself. Specific topics to be covered include the sociology of tourism, sustainable development, global inequality, cultural adaptation, Third World economic development, the creation and marketing of tourist images, the advent of “alternative” forms of tourism, the search for authenticity, and ecotourism. The course focuses largely on examples and case studies from Southeast Asia, with the inclusion of some primary materials from field research conducted in Thailand. Crosslisted as IPE 323.

**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 are examined. Selected movements are analyzed in relation to political institutions, socioeconomic structures, and cultural trends. Among the movements studied: the civil rights movement, women’s movement, environmental movement, labor movement, right-wing movements, the pro- and anti-abortion movements, and popular liberation movements in the Third World. *Prerequisite: junior standing or above or permission of the instructor.* Offered occasionally; not offered 2011-2012.

**335 Third World Perspectives** This course examines the dilemmas, challenges, and prospects for selected regions of the developing world - south - as seen through the eyes of intellectuals and leaders from these regions. The course critically examines the values reflected in the ideas/writings of selected “third world” intellectuals and leaders, specifically focusing on how these values shape 1) assessment by intellectuals and leaders of social, cultural, economic, and political dilemmas in the Third World; and 2) the alternatives leaders and intellectuals articulate for overcoming these dilemmas. In the process the course examines the social forces that significantly helped shape the social realities being addressed from a Third World Perspective. Offered occasionally; not offered 2011-2012.

**340 Global Political Economy** The course has a two-fold purpose: first, to analyze the political, economic, and cultural forces creating interdependence in the world, and second, to adopt a compar-

ative perspective and to investigate in some depth the social systems in a variety of countries. Offered occasionally; not offered 2011-2012.

**350 Border Crossings: Transnational Migration and Diaspora Studies** This course is designed to explore diverse and changing forms of transnational migration across a global landscape, with a focus on the dynamic relationships that define migrants’ relationships to both home and host communities. The course draws upon anthropological and sociological contributions to migration studies, transnationalism, and diaspora studies in order to examine the articulation of culture and identity amidst the complexities of the contemporary world. The course also utilizes case studies that allow students to analyze diasporic experiences both in the United States and abroad. This course allows for a sustained discussion on the changing relationships between people, place, and culture, and the role of anthropological methods in investigating them. *Prerequisite: none; CSOC 200 or 204 or 295 strongly recommended.* Not offered 2011-2012.

**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 focuses on several countries’ experiences in adapting to these changes and then investigates, by intensive research on actual workplaces in the local community, how these changes are affecting the lives of working men and women. Offered occasionally; not offered 2011-2012.

**360 Sociology of Health and Medicine** This course examines the sociological dimensions of health, illness and the profession of medicine. Specifically, this course will address five primary themes: 1) The social construction of health and disease and medical knowledge; 2) health and illness behavior: the study of behaviors related to staying healthy and to interpreting and responding to symptoms of illness; 3) Social Epidemiology: the study of patterns of distribution of disease and mortality in the United States; 4) the organization of the United States health care system compared to systems found in the other countries; and 5) the socialization and organization of health care professionals. Credit for CSOC 360 will not be granted to students who have received credit for CONN 320.

**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 applying their distinct and complementary orientations to the study of disability (defined here as lifelong or chronic biological and/or psychological impairments). This course, which focuses on the sociocultural situation of persons who have (or who are socially close to someone who has) a disability, explores two dialectically interrelated themes: (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).

**380 Islam and the Media** This course asks how Muslim cultures and Islamic practice are represented on evening news broadcasts, talk radio and in popular films, and also how the Islamic world has itself been transformed by the advent of new media technologies. The course is divided into three sections: an introduction to Islam; an exploration of how news and entertainment media in the U.S. and Europe represent the Islamic world; an exploration of the rise in mass media in the Islamic world. Attention is paid to the prominence of Islamic websites and Internet communication in subverting global media hierarchies. *Prerequisite: ASIA 344 or REL 204 or 212.*

**416 Modern India and Diaspora** This course is designed with a two-fold focus: 1) to provide an in-depth sociological examination of pertinent developments and trends shaping modern/contemporary India; and 2) to situate India's trajectory as a modern society in a broader international (both regional and global) context. Specifically, the course centers on the (a) critical social transformations in Indian society since the beginning of the 20th century; and (b) an examination of India's relationships and links to the broader global community. The 20th century marks a period of "great transformations" in the narrative of India. Its salience is reflected in the fact that the period draws on the intersection of the late colonial as well as the post-colonial period in India. The course emphasizes the complex links and transition between British colonialism and the post-colonial period in India, and India's relationship with the global system. Offered occasionally; offered Fall 2011.

**420 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 to try and arrive at the abstract and theoretical aspects of sociology from the personal and concrete. The unifying theme of the course is emancipation. This course is conducted in seminar format requiring extensive class participation. *Prerequisite: permission of instructor.*

**481 Special Topics** This seminar involves an in-depth examination of selected topics in anthropology and/or sociology. A different topic is selected by faculty each time it is offered. Relevant theory and current research are examined. Students are responsible for research papers and presentations under close supervision of the faculty. May be repeated for credit. Offered occasionally; not offered 2011-2012.

**490 Senior Thesis I** This course is the first in a two-unit sequence. Students develop a project proposal, which includes a review of the literature, theory development, and specifications of the research design. Following approval of the proposal, students engage in data collection. *Prerequisite: CSOC 295, 301, and 302; instructor permission required.*

**491 Senior Thesis II** This course is a continuation of CSOC 490, Senior Thesis I, in which students will have designed their project and collected their data. In this course students, working under the supervision of the instructor, plan and conduct data analysis; describe and offer an explanation of their findings; and present a professional project report. Students also prepare and present a formal, oral presentation of their project. *Prerequisite: CSOC 490.*

#### **495/496 Independent Study**

**497 Internship** In this seminar students examine theoretical issues surrounding work or volunteerism in areas relevant to sociology and cultural anthropology while drawing from a field experience. Students do not need an internship placement at the time of registration but must have one by the start of the course. *Prerequisite: shortly after registration students must meet with the instructor and an internship coordinator from Career and Employment Services for assistance in locating a placement.*

**498 Internship Tutorial** Students who enroll in this course work with a faculty member in the Comparative Sociology Department to develop an individualized learning plan that connects the actual internship site experience to study in the major. The learning plan will include required reading, writing assignments, as well as a culminating project or paper. *Prerequisite: approval of tutorial professor and the Internship Coordinator.*

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## **COMPUTER SCIENCE**

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Students interested in a major or minor in Computer Science should consult the Mathematics and Computer Science section in this *Bulletin* (page 223).

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## **EAST ASIAN LANGUAGES**

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Students interested in a major in East Asian languages should consult the Asian Languages and Cultures section in this *Bulletin* (page 74).

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## **ECONOMICS**

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Professor: Douglas Goodman (on leave Spring 2012); D. Wade Hands; Bruce Mann; Ross Singleton, *Chair*; Kate Stirling (on leave 2011-2012); Matthew Warning

Associate Professor: Garrett Milam

Assistant Professor: David Lewis

Visiting Assistant Professor: Lisa Nunn

### **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. The department believes 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.

The mission of the Economics program is to educate undergraduates in the fundamental concepts and methods of economics and to help them become better informed and more productive citizens through enhanced understanding of the economic underpinnings of society. Learning outcomes for students include the development of sufficient facility with the tools of economics to critically analyze private and public decision-making processes, contemporary and historical socioeconomic issues, and the fundamental role that economic forces play in political and social development.

The programs in economics are designed to provide students with a strong background in economic theory and applied analysis. The department offers 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.

All Economics students should: (1) develop sufficient facility with the tools of economics to be able to critically analyze private and public decision-making processes and contemporary and historical socioeconomic issues; (2) understand the fundamental role that economic forces play in social development; and (3) understand economics as inextricably intertwined with politics and history, as well as social and cultural institutions.

Economics majors should demonstrate the ability to: (1) understand and manipulate complex economic models and draw meaningful connections between these models and empirical applications; (2) conduct an empirical economic research project and convey the findings effectively, both orally

and in writing; (3) develop short and long-run implications of alternative policy choices by rigorous application of microeconomics and macroeconomics; (4) understand and critique recent economic research; (5) be aware of recent developments in the U.S. and world economy; (6) understand the relationship between economics and research conducted in other social sciences; and (7) acquire specific technical skills appropriate to their career goals.

Economics majors should develop excellent communications skills including the ability to communicate effectively both orally and in writing. Using these skills, they should be competent to convey: (1) their understanding of the technical aspects of economics, (2) the results of empirical analysis and applied theory, (3) their familiarity with recent economic events, and (4) any critical assessment of the discipline.

Economics majors planning to undertake graduate study should: (1) develop advanced technical expertise in mathematics, mathematical economics, and econometrics; and (2) develop an appreciation of current economic conditions and of the institutional, historical, social, and cultural settings to which economic theory and policy are applied.

The Economics faculty is known for its scholarship and for its commitment to undergraduate teaching. The department offers challenging courses that are popular with economics majors and non-majors alike. This popularity can be attributed not only to the depth of knowledge of the 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.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Major

### *Bachelor of Arts Degree*

- Completion of a minimum of nine units in the Department of Economics, to include
  - 170, 284, 301, 302, and 411;
  - Four electives at the 200-level or above, at least one of which must be 300-level or above. BUS 431 or BUS 432 may be counted as one of the four electives;
- MATH 160 or 260 (or an equivalent statistical methods course with approval of the Economics Department).

### *Bachelor of Science Degree*

- Completion of a minimum of nine units in the Department of Economics, to include
  - 170, 284, 301, 302, 391, and 411;
  - Three electives at the 200-level or above, at least one of which must be 300-level or above. BUS 431 or BUS 432 may be counted as one of the three electives;
- MATH 160 or 260 (or an equivalent statistical methods course with approval of the Economics Department);
- Calculus through multivariate, MATH 280.

## Requirements for the Minor

Completion of five units from the Economics Department to include

- ECON 170;
- Four 200-level or above electives, to include at least one course at 300-level or above.

### Notes for Majors and Minors

- ECON 170, Contemporary Economics, includes both Principles of Macroeconomics and Principles of Microeconomics. Students who have received either transfer or AP credit for either Principles of Macroeconomics or for Principles of Microeconomics are expected to begin their economics studies with ECON 170, Contemporary Economics. Students affected by this policy, who prefer to begin their studies at a higher level, may petition the Economics Department.
- With prior approval from the Economics Department, one unit of ECON 495/496 may be counted toward the electives.
- Only courses for which the student has received a C or better can count for the major or minor.
- The Economics Department reserves the option of not applying courses more than 6 years old to a major or minor.
- Students who study abroad may apply two approved courses toward their Economics major.
- Performance on a standardized field exam in economics constitutes one component of the senior research seminar.
- Students contemplating graduate school in economics should take three semesters of calculus and linear algebra at a minimum and should include probability theory and differential equations if possible.
- Students should take at least one 200-level economics course before enrolling in ECON 301 or 302.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

### *Writing and Rhetoric*

#### **102 Controversies in Contemporary Economics**

### *Scholarly and Creative Inquiry*

#### **103 Varieties of Social Explanation**

#### **104 Peasants, Commodity Markets, and Starbucks: The Economics of Coffee**

### **Other courses offered by Economics Department faculty**

#### **CONN 481, Gamblers, Liars, and Cheats**

Satisfies the Connections core requirement. See *Connections in the Core Curriculum section of this Bulletin for course description (page 43).*

**170 Contemporary Economics** This course is a one-semester introduction to economics covering topics in both micro and macroeconomics. Topics in microeconomics include the functioning of the market system and theories of consumer and business decision-making in a world of limited resources. The concepts of opportunity cost, efficiency, and market failure are developed as well as consideration of the wisdom and efficacy of government intervention in the market process. Topics in macroeconomics include the theory of national income determination and the associated concepts of inflation and unemployment. Fiscal and monetary policy and the institutions through which those policies are carried out are also developed. An introduction to international trade theory and foreign

exchange markets complete the course. Satisfies the Social Scientific Approaches core requirement.

**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 nineteenth century. The course concludes with an analysis of the causes and effects of the Great Depression. *Prerequisite: ECON 170 or permission of the instructor.* Offered every other year; offered Fall 2011.

**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. *Prerequisite: ECON 170 or permission of instructor.* Offered Spring 2012.

**230 Property Rights and the Economics of Contracting** The competitive model assumes that information is free and perfect, there are no transaction costs, and property rights are perfectly delineated. However, in reality these assumptions are rarely (if ever) met. This class examines some of the most important issues which can make transacting complicated, ways in which people deal with these issues, and the effects of this behavior on market outcomes. Concepts such as the Coase theorem, moral hazard, and adverse selection are introduced and developed through applications such as insurance markets, labor contracts, tenancy contracts, and pollution. Offered once, Fall 2011 only.

**241 Urban Economics** The tools of microeconomics are applied to the urban sector of the economy. The course begins with an analysis of why and where cities have developed. The second part of the course explores the internal structure of urban areas, market failures in cities, and public policies for remediation. Some of the topics discussed include location theory, urban growth and development, income and poverty, local public goods, housing problems and policies, and transportation systems. *Prerequisite: ECON 170 or permission of the instructor.* Offered Fall 2011.

**244 Gender and the Economy** This course is an analysis of changing roles of women, using theoretical and empirical tools of economics. Topics include work and family issues, the labor market, occupational segregation, and discrimination. Although the primary focus is on women in the U.S., this course devotes a substantial amount of time to issues related to women from other countries. Students gain an understanding of what the economy and economic policy can do, how they can affect men and women differently, and how economic policy can lead to greater gender (in)equality. *Prerequisite: ECON 170 or permission of instructor.*

**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. *Prerequisite: ECON 170 or permission of the instructor.* Offered Spring 2012.

**268 Economic Analysis of Underdevelopment** This course uses the tools of economic analysis to examine critical issues facing developing countries. Topics covered include poverty, inequality, population, rural development, migration, credit markets, human capital, and aid. *Prerequisite: ECON 170; At least one 200- or 300-level ECON course highly recommended; Permission of the instructor.*

**270 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. *Prerequisite: ECON 170 or permission of the instructor.* Offered Fall 2011.

**274 Economic Data and Analysis** This applied course is designed to promote understanding of the power of economic statistics. Economic statistics (data) are used to measure the current health of the economy, predict the future course of economic activity, and test theories related to economic behavior. Students use Excel to investigate data sets with emphasis on data definitions, indexing, deflating nominal to real values, annualizing data, generating moving averages, and distinguishing between growth rates and levels. Relationships among variables are examined using standard statistical techniques. *Prerequisite: ECON 170, MATH 160, or concurrent enrollment.*

**284 Introduction to Econometrics** This course concerns application of statistical theory to the analysis of economic questions. Students learn the tools of regression analysis and apply them in a major empirical project. *Prerequisite: ECON 170, at least one 200-400-level Economics course, and MATH 160.* Offered Fall 2011.

**291 Behavioral Economics** This course uses tools from economics and psychology to address individual decisions which are hard to account for with traditional, rational economic theory. Using both theoretical and laboratory methods, students explore topics involving both bounded rationality and bounded self-interest. These topics include the influence of altruism, trust, and emotion in economic decisions and alternative explanations for "irrational decisions": choice anomalies, bias in risk attitudes, and heuristics. Students participate in and develop controlled experiments to examine these issues empirically. *Prerequisite: ECON 170.* Offered Spring 2012.

**301 Microeconomic Theory** This course develops and extends the methods of microeconomic analysis. Topics include consumer-choice theory, models of exchange, the theory of the firm, pricing models, and general equilibrium analysis. *Prerequisite: ECON 170 or permission of the instructor.* Offered Spring 2012.

**302 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. *Prerequisite: ECON 170 or permission of the instructor.* Offered Spring 2012.

**325 Environmental Economics and Policy** This course develops the theory and methods of environmental economics. Topic areas include market failure, non-market valuation, pollution control, environmental policy design, sustainability, and international environmental agreements. *Prerequisite: ECON 170 or permission of the instructor.*

**326 Natural Resource Economics and Policy** This course develops the theory and methods of natural resource economics. Topic areas include dynamic (intertemporal) analysis, renewable and non-renewable resources, energy, sustainability, and resource conservation policy. *Prerequisite: ECON 170.* Offered Spring 2012.

**330 Law and Economics** The major focus of this course is on the application of microeconomic tools to legal issues. The course considers the general issues of legal analysis and microeconomic

theory as applied especially to the areas of tort, property, and contract law. *Prerequisite: ECON 170.*

**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, non-market time allocation, market imperfections, human capital theory, and models of wage determination. *Prerequisite: ECON 170 or permission of the instructor.*

**351 Competitive Strategy and the Regulation of Market Power** 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 170 or permission of the instructor.*

**371 International Economics** This course surveys the theories, policies, and controversies in international trade and international finance. Students explore various models that attempt to explain the observed patterns of trade and the instruments used by governments to affect trade patterns. Students also examine the determination of exchange rates, the balance of payments and international macroeconomic policy. *Prerequisite: ECON 170; at least one 200- or 300-level economics course highly recommended.* Offered 2011-2012.

**380 Game Theory in Economics** Game theory is a technique for modeling and analyzing strategic decision-making processes in a world of interdependence. Game theoretic techniques are based on strategic interdependence, recognizing that an individual entity's payoff is dependent on the actions of others including consumers, producers, and regulators. The major focus of this class is to introduce and develop the tools of game theory for application to a variety of economic topics such as auctions, investment decisions, competitive behavior, trade, and environmental negotiations. *Prerequisite: ECON 170.* Offered Fall 2011.

**381 Experimental Economics** This course introduces students to the theory and practice of laboratory methods in economics. The course explores and identifies the range of issues in economics to which experimental methods have been applied. In addition, the course focuses on the principles of experimental design, as applied to these issues. Along the way, students participate in a range of classroom experiments which illustrate key ideas. *Prerequisite: ECON 170, MATH 160, or permission of instructor.*

**384 Advanced Empirical Methods in Economics** This course examines advanced empirical methods used in economics. The focus is on developing and testing hypotheses in economics. The course develops econometric techniques that approximate a desirable experimental design to test causal hypotheses. These techniques are typically called quasi-experimental. In addition, the increasing use of randomized field experiments in economics is examined. Topics are selected from a variety of economics sub-fields, including labor, urban, environmental, development, education, and macro economics. The course also includes development of an independent empirical research project. *Prerequisite: ECON 170 and 284.*

**386 Managerial Economics** This course develops those tools of economic analysis most useful to business managers. Topics include demand estimation and forecasting, demand analysis, production and cost analysis, the theory of the firm, theory of market structures, industrial organization and competi-

tive analysis, capital budgeting and risk analysis, and strategic planning. Applications of microeconomics to practical business problems in strategic planning are emphasized. *Prerequisite: ECON 170, statistics, and one semester of calculus.* Usually offered every other year; Offered Spring 2012.

**391 Mathematical Economics** This course applies calculus and linear algebra to the analysis of microeconomic and macroeconomic theory. The tools of mathematical optimization and programming are developed with direct application to the analysis of the problems of consumer behavior, the theory of the firm, general equilibrium, and aggregate economic analysis. *Prerequisites: ECON 301, 302, and MATH 280.* Offered Fall term only.

**411 Senior Thesis Seminar** This senior seminar is an advanced study of current topics in economic theory and policy. Students undertake an original senior thesis. *Prerequisites: ECON 170, 301, 302 or permission of instructor.* May be repeated for credit.

#### 495/496 Independent Study

**498 Internship Tutorial** Students who enroll in this course work with a faculty member in the Economics department to develop an individualized learning plan that connects the actual internship site experience to study in the major. The learning plan will include required reading and writing assignments, as well as a culminating project or paper. *Prerequisite: approval of tutorial professor and the Internship Coordinator.*

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## EDUCATION

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Professor: Terence Beck; Grace Kirchner; John Woodward, *Dean*

Associate Professor: Julian Edgoose (on leave 2011-2012); Frederick Hamel; Amy Ryken

Clinical Associate Professor: Kim Bobby

Instructor: Betsy Gast; Jennice King

Visiting Instructor: Heather Jaasko-Fisher

### 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 in Counseling that qualifies graduates for the Educational Staff Associate Certificate in school counseling. Programs leading to professional certification of teachers and counselors are approved by the Washington State Office of the Superintendent of Public Instruction. Information on these programs appears in the *Graduate Programs Bulletin*.

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 (MAT) 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 419 and EDUC 420. Teacher certification is not offered at the undergraduate level.

## Master of Education in Counseling

The School of Education offers a Master of Education program designed for those wishing to enter the counseling profession in one or more settings. The school counseling track leads to the K-12, Educational Staff Associate (ESA) Certificate in Washington State. Coursework in the mental health track can be used to begin the certification process as a mental health counselor in Washington State.

## 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 Advising.

The following is a list of available endorsements offered by the University of Puget Sound and approved by the state of Washington.

Biology	History	Physics
Chemistry	Mathematics	Science
Earth Science	Music-Choral	Social Studies
Elementary Education	Music-General	
English/Language Arts	Music-Instrumental	

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

For information concerning graduate programs in Education, including teacher certification, see the *Graduate Programs Bulletin*.

## Title II Reporting

Institutional information required by Section (f)(2) of Title II of the Higher Education Act is available from the School of Education.

Members of the Teaching and Counseling Professions Advisory Committee are available to provide targeted advising for undergraduate students interested in pursuing graduate work or a career in education or counseling. Contact 253.879.3382, edadvising@pugetsound.edu, www.pugetsound.edu/edadvising.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34)*.

### Writing and Rhetoric

#### 110 Under Construction: Race, Sexuality, and Society

**Other undergraduate courses offered by School of Education faculty.** See *Connections in the Core Curriculum section of this Bulletin for Connections course descriptions (page 43)*.

#### CONN 410, Making a Difference: Exploring the Ethics of Hope

Satisfies the Connections core requirement.

#### CONN 415, Education and the Changing Workforce

Satisfies the Connections core requirement.

**290 Making Men: Schools and Masculinity** 0.25 unit Schools teach students much more than academics. Schools also teach right from wrong, and they send messages about who students are and who they can be. This course examines the nature of schooling and the socializing power of schools, using masculinity as its lens. Through readings, writing, discussion, and time spent in schools, students examine the hidden and official curriculum schools use to teach about gender and what it means to be a man. Successful completion of this course requires a commitment to spend regular time in schools, participating in the formal curriculum, and observing the hidden curriculum. Offered every other year; last offered Fall 2010.

**292 Literacy in Schools: An Introduction** 0.25 unit Teaching students to read is a fundamental task of teachers in every class and grade level. This course examines the nature of reading and provides an introduction to well-balanced reading instruction in grades K–12. Through readings, writing, discussion, and time spent in schools, students are introduced to the nature of reading, how young people learn to read, and instruction that fosters lasting literacy. Successful completion of this course requires a commitment to spend regular time in schools, participating in the teaching of reading or writing. Offered every other year; last offered Spring 2011.

**294 Schools & Poverty** 0.25 unit Educating children living in poverty poses significant challenges to schools and teachers. This course is designed to allow individuals interested in schools to develop a greater understanding of poverty and to examine what teachers can do to provide the best possible education for students experiencing poverty. This course examines and confronts the American stories of rugged individualism and of the United States as a place where class and race are irrelevant, while maintaining a focus on what teachers can do for the children with whom they work and the society in which they live. Successful completion of this course requires a commitment to spend 14 hours outside of class interacting with students living in poverty. Offered Fall 2011.

**296 Using Children’s and Young Adult Literature to Teach for Social Justice** 0.25 unit Teaching reading has never been politically neutral because reading instruction, when it is done well, requires that we read something. Underlying this course is an assumption that the selection of what students read should consider the promotion of American ideals of liberty and justice for everyone. Together students think about the messages children’s and young adult books send and how to select books that promote social justice. Students read about children’s and young adult books that include people from different racial groups, and books that open up ideas of gender and sexuality. Successful completion of this course requires a commitment to spend regular time working with youth. Offered every two years; offered Spring 2012.

**419 American Schools Inside and Out** This course contrasts central issues of schooling as seen from the “outside” political domain and the “inside” experience of students. It addresses how the problems and potentials of schools can be examined in informed ways. This course is intended both for prospective teachers and for students interested in examining critically one of the key institutions that shape American society. Required for admission to the MAT program. Satisfies the Social Scientific Approaches core requirement.

**420 Multiple Perspectives on Classroom Teaching and Learning** This course focuses on the ways in which teachers view learning, instruction, classroom organization and motivation. Broad perspectives guide the analyses which include historical lenses and current literature on classroom reforms. Required for admission to the MAT program.

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## ENGINEERING, DUAL DEGREE PROGRAM

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Director: Greg Elliott, *Physics*

Committee: Martin Jackson, *Mathematics and Computer Science*; Greg Elliott, *Physics*; Jo Crane, *Chemistry*; Alexa Tullis, *Biology*; Mike Valentine, *Geology*

### 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 education, the University of Puget Sound has responded with a Dual Degree Engineering Program. The program is administered by a Dual Degree Engineering Advisory Committee in the science/mathematics departments of the university. Students in the program spend their first three or four years at Puget Sound taking a course of study prerequisite to engineering. Qualified students may then transfer to one of our affiliated institutions and complete an additional two years of study in professional engineering courses. Transfer to non-affiliated institutions is also possible; however, those institutions treat the incoming student as a transfer student and impose their own additional graduation requirements. 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 may 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, Duke University, and the University of Southern California.

Students should be aware that entrance to an engineering school for some institutions is on a competitive basis and requires a minimum GPA. Students interested in learning more about the program are invited to contact Professor Greg Elliott, the 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 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 that the engineering school requires. Most science majors fulfill much of this coursework in completing a major at Puget Sound, and can do so within three years. Non-science majors can also participate in the program, but to complete the necessary coursework four years are needed. 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

- 180/181 Calculus and Analytic Geometry I, II
- 280 Multivariate Calculus
- 290 Linear Algebra
- 301 Differential Equations

#### Physics: 2 units

- 121/122, General University Physics I, II

#### Recommended for Biomechanical Engineering

- CHEM 250, Organic Chemistry

#### Recommended for Electrical Engineering

- PHYS 221/222, Modern Physics I, II
- PHYS 231, Circuits and Electronics
- PHYS 232, Digital Electronics & Computer Hardware
- Introduction to Electrical Engineering (not offered at Puget Sound)

#### Recommended for Chemical Engineering

- CHEM 250/251, Organic Chemistry I, II

#### Recommended for Mechanical Engineering

- PHYS 305, Analytical Mechanics
- Statics (not offered at Puget Sound)

#### 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. Information about affiliates is available on the Dual Degree Engineering Program website: [www.pugetsound.edu/academics/departments-and-programs/undergraduate/dual-degree-engineering/](http://www.pugetsound.edu/academics/departments-and-programs/undergraduate/dual-degree-engineering/).

Students should work closely with Dual Degree Engineering Advisory Committee members to ensure 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 180/181.

## ENGLISH

Professor: Michael Curley (emeritus); Denise Despres, *Susan Resneck Pierce Professor of Humanities and Honors*; Hans Ostrom; Ronald Thomas, *President*

Associate Professor: Julie Christoph; George Erving; Alison Tracy Hale; Priti Joshi, *Chair*; William Kupinse; Mita Mahato

Assistant Professor: Tiffany MacBain; John Wesley

Visiting Assistant Professor: Daniel Cook; Lydia Fisher; Jeff Solomon; Suzanne Warren

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

## About the Department

The English Department aims to promote critical thinking, historical awareness, and effective communication through the study of literature and writing. Students majoring in English also establish a solid foundation in the elements of English Studies and develop a deeper understanding of British, American, and other literary traditions.

Courses in writing and in literary and rhetorical theory enhance students' ability to analyze the writing of others and to communicate clearly and persuasively while writing for a variety of purposes and audiences.

One objective of English courses is to provide students with an enduring humanistic education, as well as with the analytical skills and writing ability in demand throughout society. Many English majors proceed to graduate study in English, education, law, and other disciplines, and many others enter careers in business, journalism, the non-profit sector, and government.

English majors choose one of three emphases in the major. Students who pursue the emphasis in **Literature** learn to analyze complex texts and to see the world as writers or other times and cultures have viewed it. They also study different kinds of literary criticism and critical theory. Students who choose the emphasis in **Creative Writing** refine their own writing in courses on poetry, short fiction, nonfiction prose, and playwriting, and they read widely in these genres. Students who choose the **Writing, Rhetoric, and Culture** emphasis learn to analyze the ways in which many kinds of writing—including but not limited to literature—respond to and shape specific rhetorical and cultural contexts. The emphasis in Writing, Rhetoric, and Culture features courses in classical and contemporary rhetoric and in cultural studies.

Regardless of the emphasis students eventually select, they all complete English 210: Introduction to English Studies, several courses that provide breadth of literary knowledge, and at least one course in early British or American literature. The three emphases are grounded in this shared course of study.

The department encourages students to work closely with academic advisors, particularly with regard to the selection of elective courses, and especially in connection with potential pursuits after graduation.

The English Department's website ([www.pugetsound.edu/english.xml](http://www.pugetsound.edu/english.xml)) includes more information about the curriculum, professors' expertise and interests, careers open to English majors, and our alumnae. The website includes links to individual professors' Web pages. The English Department is located on the third floor of Wyatt Hall.

## Language Option

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 is determined during the degree clearance process. Students who have fulfilled this option at another college or university must present their transcripts to the transcript evaluator at least three months prior to the date of their graduation.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Major

- I. Introduction to English Studies: ENGL 210
- II. Breadth requirement: 3 courses from ENGL 221-226, 340-349
- III. Literatures, Cultures, Identities : 1 course from ENGL 380, 391, 474, 475, 478, 481, 482, 483, 484, 485, 486; ENGL 360, 470, or 471 when the majority of the course content is approved by the department for this category
- IV. Elective: 1 course in English at the 300-level or above (excluding 301 and courses that count for the university core)
- V. Four additional units in one of three emphases:
  - A. Creative Writing
    1. Introductory Creative Writing: 2 units from ENGL 202, 203, 306
    2. Advanced Seminars in Creative Writing: 2 units from ENGL 402, 403, 472
  - B. Literature
    1. Author, genre, or history of criticism: 1 unit from ENGL 340-360
    2. Literature seminars: 3 units from ENGL 440-486, 493
  - C. Writing, Rhetoric, and Culture Emphasis
    1. Genre, language, critical or rhetorical theory: 1 unit from ENGL 307, 344, 345, 346, 492
    2. Non-expository writing: 1 unit from ENGL 202, 203, 205, 300, 306
    3. Writing, Rhetoric, and Culture seminars: 2 units from ENGL 405, 406, 407, 408, 409, 410, 471, 493, 495, 496, 497. *Students may use only one course involving a self-designed project (493, 495, and 496) to satisfy this requirement, and it must be focused on issues related to writing, rhetoric, and culture.*
- VI. Literature Before 1800: One of the 10 units taken for the English major must be a course in literature before 1800 (includes ENGL 221, 222, 224, 350, 351, 440, 441, 443, 446, 473, 483; ENGL 360, 470, or 471 when the majority of the course content is pre-1800)

## Requirements for the Minor

- I. Literature Surveys: 2 units from ENGL 221-226.
- 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. There is no time limit on courses applicable to an English major or minor.
3. 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 221-226) 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. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34)*.

### Writing and Rhetoric

- 120 Ideas and Arguments on Stage
- 122 Seeing Texts and Writing Contexts
- 123 Individual Rights and the Common Good
- 124 “See What I Mean?”: The Rhetoric of Words and Images
- 125 Civic Argument and the Theatre of Democracy
- 126 Arguing Through Literature
- 127 An Opinion About Everything
- 128 Shaping the Shadow: Argument and Insight
- 129 Power and Perception: The Mirror and the Music
- 130 Print Culture, Literacy, and Argument in American Life
- 131 Three Big Questions
- 132 Writing and the Environmental Imagination
- 133 Politics of Space, Public and Private
- 134 Architectures of Power
- 135 Travel and the Other
- 136 Imagining the American West
- 137 Representing Multiculturalism
- 138 Sub/Urban America
- 201 Intermediate Writing and Rhetoric

### Scholarly and Creative Inquiry

- 139 Gender, Literacy, and International Development

### Other courses offered by English Department faculty

#### CON 304, The Invention of Britishness: History and Literature

Satisfies the Connections core requirement. See *Connections in the Core Curriculum section of this Bulletin for course description (page 43)*.

#### CONN 350, Food & Culture

Satisfies the Connections core requirement. See *Connections in the Core Curriculum section of this Bulletin for course description (page 43)*.

#### CONN 372, The Gilded Age: Literary Realism and Historical Reality

Satisfies the Connections core requirement. See *Connections in the Core Curriculum section of this Bulletin for course description (page 43)*.

#### CONN 375, The Harlem Renaissance

Satisfies the Connections core requirement. See *Connections in the Core Curriculum section of this Bulletin for course description (page 43)*.  
Elective in the African American Studies Minor.

#### CONN 379, Postcolonial Literature and Theory

Satisfies the Connections core requirement. See *Connections in the Core Curriculum section of this Bulletin for course description (page 43)*.

#### HON 101, New World Rhetoric

Satisfies Seminar in Writing and Rhetoric core requirement.

#### HON 211, Literature and the Construction of the Self

Satisfies the Humanistic Approaches core requirement.

#### HUM 119, The Life and Times of Eleanor of Aquitaine

Satisfies Scholarly and Creative Inquiry core requirement.

#### HUM 130, Metamorphosis and Marvels

Satisfies Scholarly and Creative Inquire core requirement.

#### HUM 131, Dionysus and the Art of Theatre

Satisfies Scholarly and Creative Inquire core requirement.

#### HUM 132, The Scientific and Romantic Revolutions

Satisfies Scholarly and Creative Inquire core requirement.

#### HUM 201, Arts, Ideas, and Society

Satisfies the Humanistic Approaches core requirement.

#### HUM 290, The World of Film

Satisfies the Fine Arts Approaches core requirement.

#### HUM 302, Individuality and Transcendence in Medieval Literature

#### HUM 303, The Monstrous Middle Ages

Satisfies the Connections core requirement. See *Connections in the Core Curriculum section of this Bulletin for course description (page 43)*.

In addition, several courses in English serve as electives in the African American Studies Program, the Environmental Policy and Decision Making Program, or the Gender Studies Program: See ENGL 360, 391, 405, 482, and 485.

**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, and it introduces students to elements of narrative theory. Offered each semester.

**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, and it includes the study of prosody. Students may also be required to attend poetry readings on campus. Offered each semester.

**205 Biography/Autobiography** In this course students examine biography and autobiography 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. Students write both analyses of others’ biographies and autobiographies of their own. Satisfies the Humanistic Approaches core requirement. Offered every other year; offered Fall 2011.

**210 Introduction to English Studies** This course serves as an introduction to the English major; as such it provides a broad basis for the study of literature through reading, analyzing, and writing about a variety of literary and non-literary texts. Through close readings of poetry, fiction, drama,

memoirs, and film, as well as literary criticism, students develop a critical vocabulary and interpretive frameworks for further reading and writing about literature. Students are also introduced to basic literary research tools. Course content varies by instructor, but all sections include attention to the work of Shakespeare. *Required of all majors*. Offered each semester.

**220 Introduction to Literature** This course examines literature as a particular form of human expression by analyzing a representative selection of novels, short stories, plays, and poems. This course offers students practice in the aesthetic and formal analysis of literary texts, traces significant developments in the history of various literary genres, and provides opportunities for students to explore the act of artistic creation in a literary context by writing a short story or poem or by attending dramatic performances or literary readings. Satisfies the Fine Arts Approaches core requirement. Offered each semester.

**221 Survey of British Literature I: Medieval to Renaissance** This course surveys British literature from its beginnings through the Renaissance. Students examine the traditions and genres as well as the cultural and historical contexts of literary works and sharpen their skills in literary analysis. Among the writers discussed are the *Beowulf*-poet, Chaucer, Margery Kempe, Malory, Spenser, Shakespeare, and Milton. Offered Fall 2011; offered Spring 2012.

**222 Survey of British Literature II: Restoration to Romanticism** This course surveys British literature and literary culture from 1660 to the 1832, the period in which Britain emerged as the world's first commercial and industrial superpower while it also experienced an immense artistic transformation from the aesthetics of Neoclassicism to those of Romanticism. Students examine the ideas and aesthetics of Restoration Comedy, Augustan Satire, and Romantic lyrical poetry in relation to their political, philosophical, and literary contexts. Offered Fall 2011.

**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, Spark, Walcott, Smith, and Heaney are read against the social and cultural issues of their time. Offered Spring 2012.

**224 Survey of American Literature I: Beginnings to Civil War** This course offers a survey of American literary history from its putative "beginnings" to the mid-nineteenth century. Interpreting literary works within their historical contexts, this course introduces students to a wide range of genres (such as poetry, the captivity narrative, the romance, the novel, and the manifesto) and cultural movements (such as Puritanism, the American Renaissance, Transcendentalism, sentimentalism, and reform). Offered Spring 2012.

**225 American Literature II: Realism to the Present** This course surveys American literature from the late nineteenth century to the present. Students examine various genres and literary movements, from American literary realism to postmodernism, and interpret works within their cultural and historical contexts. Offered Fall 2011; offered Spring 2012.

**226 Survey of Literature by Women** This survey course explores the tradition of literature by women from the Medieval period to the present. Students examine the patterns, themes, and purposes of women's literature, attending to the way the writing supports or subverts western traditions. Writers discussed may include such figures as Kempe, D'Angouleme, de Lafayette, Behn, Austen, Beecher Stowe, Eliot, Woolf, Hong Kingston, and Morrison. Satisfies the Humanistic Approaches core requirement. Offered Fall 2011.

**230 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 allows 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 Approaches core requirement. Usually offered every year; not offered 2011-2012.

**236 Literature and the Quest for Personal Identity** This course explores how the individual's quest for identity has been stated in a wide variety of cultural contexts over time. Beginning in ancient epic, students follow the theme to the present day. Each work reflects a unique expression of time and place, but also voices the enduring human aspiration towards self-realization. Satisfies the Humanistic Approaches core requirement. Usually offered every other year; offered Spring 2012.

**237 Popular Literature** This course studies mystery stories, romance, westerns, counter-culture literature, propaganda, and science fiction. The course examines how popular literature draws upon a rich and complex tradition of theme, genre, language, character. Offered occasionally; not offered 2011-2012.

**239 Loss and Renewal: American Voices, American Identity** This course takes as its starting point the question: "What constitutes American identity?" By reading texts from a variety of genres and cultural perspectives, the course explores the themes of community, loss, and identity. In what ways can these most central of human experiences be viewed as distinctly American? Commencing with the Declaration of Independence, the course traces an emerging American identity as it is articulated by figures central to American culture. This course explores these questions as they have been articulated over the last three hundred years. Satisfies the Humanistic Approaches core requirement. Offered every other year; not offered 2011-2012.

**244 Exploring Lyric Poetry** This course studies lyric poetry – shorter, compact, highly evocative poems, some forms of which spring from musical traditions. Students read lyric poetry from many eras of British and American literature, ranging widely from Shakespeare to Yeats, Dickinson to Ginsberg, Thomas Hardy to Langston Hughes, sonnet and ballad to ode, blues poems, and free verse. The course features the close reading and analysis of poems, the study of meter, rhyme, and other elements of prosody, and writing critically about poetry. Students also experiment with writing poems as one other way to study this fine art. The course explores many ways to study and enjoy, analyze and experience this enduring, highly adaptable form of literary art. Satisfies the Fine Arts Approaches core requirement. Offered Spring 2012.

**255 Introduction to Shakespeare** This is an introductory study of Shakespearean drama intended primarily for non-majors. The course acquaints students with the historical setting within which Shakespeare wrote, exploring language and paradigms (political, geological, intellectual, religious) essential to Shakespeare's dramatic universe. Satisfies the Humanistic Approaches core requirement. Not offered 2011-2012.

**267 Literature as Art** Studying and practicing methods of aesthetic and formal analysis of literary texts, students examine significant developments and representative works of said texts as works of art. Organized by theme or topic, the course invites students to reflect critically, both orally and in writing, about literature as art and the creative process. Satisfies the Fine Arts Approaches core requirement. Offered Fall 2011; offered Spring 2012.

**300 Writing Beyond the Academy** This course explores how professional writing communities define themselves, their audiences, their documents, and their purposes in writing. Students 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 write about, participate in, and observe the composing practices of a wide range of professional writers. *Prerequisite: A Writing and Rhetoric seminar and one other writing class.* Not offered 2011-2012.

**301 Intermediate Composition** In this course designed for non-English majors, students read about and then apply contemporary composition theory to writing for various audiences and purposes. As they do this, they have the opportunity to examine their own writing practices and the practices of their professors; explore the ethos, pathos, and logos of effective arguments; understand narrative theory and put it into practice; and design and create their own writing assignment. Many students choose to write a personal statement for graduate or professional school. One or two students have the opportunity to edit a collection of essays produced in the class. Does not count toward the major in English. *Prerequisite: junior or senior standing or permission of instructor.* Offered Spring 2012.

**306 Playwriting** This course focuses attention on the playwright as a maker and shaper of works for the theatre through an exploration of various approaches to playwriting, as well as the study of significant contemporary American plays and playwrights. This course considers sources of inspiration for plays, strategy, plotting, characterization, and style. At the end of the semester, students present workshop performances of short plays. Crosslisted as THTR 306. *Prerequisite: One of the following: THTR 371, 373, 375; ENGL 341, 351; and permission of instructor.* Not offered 2011-2012.

**307 Writing and Culture** This course offers an introduction to the theory and practice of writing about culture. Students 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 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: Completion of the Writing and Rhetoric seminar core requirement.* Offered every other year; offered Fall 2011.

**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 technical aspects of each type, its conventions and development as modern literature, are studied. Often particular classes cover sub-genres, such as Detective Fiction or the Modern American Novel (ENGL 342), Romantic Poetry or Modern American Poetry (ENGL 340); or Contemporary Drama (ENGL 341). Before registering, consult the departmental website and contact individual professors to learn more about the planned specific content of a course.

**340 Literary Genre: Poetry** Offered Spring 2012.

**341 Literary Genre: Drama** Not offered 2011-2012.

**342 Literary Genre: Prose (Fiction)** Offered Fall 2011.

**343 Literary Genre: Prose (Nonfiction)** Not offered 2011-2012.

**344 The History of Literary and Critical Theory** Beginning with antiquity and ending with our own postmodern moment, students familiarize themselves with the concepts and stakes of the critical tradition. Areas to be covered may include Classicism, Neoclassicism, Romanticism, New Criticism, Reader-Response, Marxism, Psychoanalysis, Structuralism, Post-Structuralism, Cultural Criticism, and New Historicism. Offered occasionally; not offered 2011-2012.

**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 is 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. Offered every other year; not offered 2011-2012.

**346 The History of Rhetorical Theory** This course examines major concepts and theorists within the rhetorical tradition, beginning with antiquity and ending with the present. Issues central to the course include whether the goal of rhetoric is necessarily persuasion, and whether the mode of presentation in speech or writing alters the meaning of rhetoric. Students explore the implications of rhetorical theory for daily life—particularly through the intersections between rhetorical theory and writing instruction, political and social activism, and visual media. Students who have received credit for ENGL 492 may not receive credit for ENGL 346. Offered every other year; offered Spring 2012.

**350 Chaucer** A general introduction to the major and some of the minor poetry of Chaucer. Students are 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 is seen against the rich and complex backdrop of fourteenth-century war, politics, social struggle, and cultural development. Offered every other year; not offered 2011-2012.

**351 Shakespeare** A study of Shakespeare's plays (6-10) and selected criticism. Close and critical reading emphasizes 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. Offered every other year; offered Fall 2011.

**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, Dostoevsky, Baldwin, and Morrison. Sometimes the course studies two writers whose careers are significantly related. May be repeated for credit. Topic for Fall 2011: William Blake. Topic for Spring 2012: Herman Melville.

**380 Literature and the Environment** This course explores the development of environmental writing in texts by British and American authors, with an emphasis on twentieth-century fiction and poetry. Covering a wide range of geographical settings and literary genres, the class examines each text as an argument for a particular "reading" of the environment, and it further inquires about real-world consequences of that reading. Writers covered include Thoreau, Edward Abbey, Annie Dillard, and Leslie Silko; the end of the semester focuses on texts of the Pacific Northwest by Ken Kesey, Ernest Callenbach, and Denise Levertov. This course addresses questions of both historical and topical importance: How pervasive is the Romantic vision of nature today? Is it useful or even possible to speak of "nature" as separate from human activity? How have the twentieth century's many wars affected not only the environment but our understanding of it? Finally, what does environmental literature have to add to current scholarship on race, class, and gender? Offered every third year; offered Spring 2012.

**391 Studies in Lesbian and Gay Literature** This course examines the development, reception, and influence of lesbian and gay literature in English during the twentieth century. Students read repre-

sentative literary and theoretical texts that investigate the complex interactions of sexuality, gender, class, race, and ethnicity in the literary representation of lesbian and gay experiences. Special attention is paid to the cultural factors that have influenced and constrained the development of lesbian and gay literatures, as well as to the questions of canonicity, authority, and audience that continue to inform their interpretation. Discussion may focus on a particular genre, a specific group of writers, or a set of issues or thematic concerns common to a number of major literary texts. *Prerequisite: ENGL 101 or Writing and Rhetoric Seminar.* Offered occasionally; offered Fall 2011.

**402 Advanced Creative Writing: Fiction** This course offers advanced studies in the writing of short fiction. Students write and revise several stories in a workshop format, and they produce an essay that examines their developing notions about the short-story form. The course also includes the reading and analysis of British, American, Irish, Canadian, and Continental short stories, and it involves a study of the theory of short fiction. *Prerequisite: ENGL 202 and permission of the instructor.* Offered 2011-2012.

**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 permission of the instructor.* Offered 2011-2012.

**405 Writing and Gender** This course explores the role that writing plays in both depicting and constructing gender in our culture. The course pursues questions including the following: To what extent and in what ways can it be said that writing is gendered? How does legal, medical, and educational writing contribute to the social construction of gender? How is gender represented, resisted, and reformed in literary and popular fiction? How do social understandings of gender change over time? How does gender interact with race, class, and sexuality in literary and everyday writing? How can theory help us to understand gender and its role in our lives and culture? Course materials include a wide range of theoretical, literary, popular, and critical readings as well as film. *Prerequisite: A Writing and Rhetoric Seminar and junior or senior standing or permission of instructor.* Offered every third year; not offered 2011-2012.

**406 Narrative in Literature and Film** This course explores the nature, form, and function of a selection of narratives, reflecting specifically on how a story unfolds depending on the medium through which it is told. Drawing on theories of narratology, students consider the techniques that writers employ to convey their stories and, in turn, how filmmakers choose to translate these techniques for cinema audiences. To facilitate this exploration, concentration is placed on the narrative mechanics that are unique to different genres or styles, possibly including the gothic, realism, magic realism, postmodernism, and the graphic novel. In addition to studying classic, popular, and critically acclaimed stories, attention is given to cult and independent texts as well. Students are required to attend longer class session for film viewings. *Prerequisite: A Writing and Rhetoric seminar and junior or senior standing or permission of instructor.* Students who have received credit for ENGL 388 may not receive credit for ENGL 406. Offered every third year; not offered 2011-2012.

**407 The Rhetoric and Culture of the City** This course studies “the city” as it is defined, represented, imagined, attacked, and defended in a variety of literary texts, non-literary texts, and other cultural products, such as maps, posters, drawings, photographs, and motion pictures. Individual instructors choose one, two, or three particular cities around which to organize the study of fiction,

poetry, and autobiography. The course also considers letters and diaries, and, especially with individualized projects, it broadens analysis and discussion to other cultural products. One major focus of study is the rhetoric of literary and non-literary representations of the city and more general concepts of “the city,” “the citizenship,” and “urbanity.” One aim is to use the course material for help in reflecting on individual experience with cities, their rhetoric, and their cultures. Another aim is to study the idea of “London” or “New York” (for example) as a symbol used in a variety of rhetorical situations and cultural moments. *Prerequisite: A Writing and Rhetoric seminar and one other course in English.* Offered every third year; not offered 2011-2012.

**408 Print Media: Genre and Culture** This course explores the generic traits of journalistic writing, examining how events in the lives of individuals and our culture are represented in different kinds of publications, as well as how social forces and journalistic writing mutually shape each other. Readings vary but typically include genre theory, news stories in current periodicals, case studies from news stories of the past fifty years involving ethics and representation, and adaptations of stories as they evolve from periodical to book to feature film format. Although this course is not designed to be a how-to course on journalistic writing, students do short assignments in several journalistic genres to develop experiential knowledge of these genres. *Prerequisite: A Writing and Rhetoric seminar or junior or senior standing or permission of instructor.* Offered every other year; offered Fall 2011.

**409 The Book and the Marketplace** The primary aim of this course is to investigate the external forces that shape what authors write and how readers read. Rather than studying the stories contained within the pages of a book, students concentrate their analyses on the economic and cultural influences that affect the production and reception of books, whether the stories they tell are old or new, fiction or nonfiction, bestsellers or cult hits. Although, undoubtedly, there are opportunities in this course to study the internal mechanics of the books in questions, such investigations serve and are subordinated to inquiries involving the culture of the book in the marketplace. Topics for such inquiries might include the nature of the author, the publishing trade, the forms in which texts are transmitted, censorship, intellectual property, marketing and marketability, booklists and book clubs, professional and amateur reviews, and prize selection. *Prerequisite: A Writing and Rhetoric seminar or junior or senior standing or permission of instructor.* Offered every other year; not offered 2011-2012.

**410 Visual Rhetoric: Text and Image** This course investigates how texts might generate and require a literacy that is visual before it is lexical. By tracing the relationship between words and images in a variety of genres including illustrated novels, photographic essays, comic books, film, and zines, students explore how images convey, argue, and narrate issues and stories. In addition to these primary texts, readings include seminal essays in semiotics and cultural studies that enable students to examine the distinctions between visual literacy and print literacy, the relationship between word and image, and what it means to be visually literate. *Prerequisite: A Writing and Rhetoric seminar or junior or senior standing or permission of instructor.* Offered every other year; not offered 2011-2012.

**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 con-

textual 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.* Usually offered every other year; not offered 2011-2012.

**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.* Offered every other year; offered Spring 2012.

**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.* Offered every other year; not offered 2011-2012.

**443 Studies in Eighteenth-Century British Literature** This advanced seminar examines British literature from the “long” eighteenth century (1600-1800). The course focuses on poetry, drama, and/or prose in the context of literary, cultural, philosophical, scientific, social, economic, or political movements of the period. Subjects to be investigated may include Enlightenment, Neoclassicism, Sensibility, Early Romanticism, empire, or revolution. *Prerequisite: ENGL 222 or permission of instructor.* Offered every other year; not offered 2011-2012.

**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. Another version focuses on ideas of Englishness and of empire during the Victorian era. Radcliffe, Edgeworth, Austen, Scott, Wordsworth, Keats, Byron, Peacock, Gaskell, Hardy, Dickens, Collins, and Carlyle are among the writers that the course may study. *Prerequisite: ENGL 222 or ENGL 223 or permission of instructor.* Offered every other year; not offered 2011-2012.

**445 Studies in Twentieth-Century British Literature** A survey of important British literary artists from the latter part of the nineteenth century through the twentieth century. Students study a range of critical methodologies that help them explore canonical and noncanonical works. Emerging themes of decadence, anarchy, women’s rights, socialism, and aesthetics are investigated. The course also includes an examination of important literary movements—symbolism, Freudianism, realism, and nationalism—through the works of major twentieth-century writers of Britain and Ireland. *Prerequisite: ENGL 223.* Offered every other year; offered Fall 2011.

**446 Studies in Seventeenth- and Eighteenth-Century American Literature** This course considers early American literature from the seventeenth and eighteenth centuries. The course may address literary, cultural, or political movements of the period, including Calvinism, the Great Awakening, the American Revolution, and Federalism. Possible course topics include Early American Autobiography, Puritan Poetry, Literature of the Early American Republics, and Literature of Crime and Punishment. *Prerequisite: ENGL 224 or permission of instructor.* Offered every other year; not offered 2011-2012.

**447 Studies in Nineteenth-Century American Literature** This course considers American literature from the nineteenth century. The course may address literary, cultural, or political movements of the period, including nationalism, Transcendentalism, the American Renaissance, Sentimentalism, Revivalism, Abolitionism, Feminism, Realism, and Naturalism. Possible course topics include the Literature of Reform, Literary Abolitionism, American Romanticism, and Turn-of-the-Century Novel. *Prerequisite: ENGL 224 or 225 or permission of instructor.* Offered every other year; offered Spring 2012.

**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 twentieth-century American literature. The emphasis on literary texts is balanced with attention to secondary sources and literary scholarship. The course also includes perfecting methods of literary analysis, instruction on writing about literature, and challenging writing assignments. Topics 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.* Offered every other year; offered Spring 2012.

**451 Shakespeare at Ashland** Advanced study of the dramatic works of William Shakespeare through analysis of the texts and performances on the current 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. *Prerequisite: ENGL 255 or 351 or equivalent and permission of the instructor.* Offered on an occasional basis in Summer Session.

**458 Contemporary American Fiction** This is an upper-division seminar focused on American fiction written from 1945 to the present. Situating contemporary U.S. poetry in the literary, historical, and cultural contexts pertinent to its creation, the course attends to a variety of issues, which may include canon debates, postmodernism, the relation of history and fiction, the politics of literary form, the prominence of fiction by women and writers of color, and other developments of cultural importance (such as environmentalism, digital media, and post-industrialism, to name a few). Questions of narration, character, plot, and setting are examined, even as the course considers whether contemporary fiction demands new categories of analysis. Offered occasionally.

**459 Contemporary American Poetry** This course explores the diverse aesthetics and cultural locations of American poetry since 1945. Situating contemporary U.S. poetry in the literary, historical, and cultural contexts pertinent to its creation, the course may attend to a variety of developments, including New Critical formalism, the New American poetry, Beat poetry, the poetry of liberation movements (feminist, black nationalist, Chicano/a, Asian American, Native American, and gay and lesbian), the rise of graduate writing programs, language poetry and other radical formalisms, and performance poetry (including poetry slams), among others. Issues of literary theory, poetry and



community, and institutional settings are also addressed. Offered occasionally; not offered 2011-2012.

**460 Crosscurrents Review** 0.25 activity credit The program requires editing, reviewing, criticism, 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. Offered every semester.

**465 Iraq War Discussion Group** 0.25 activity unit The Iraq War discussion group provides a forum for the open exchange of ideas and information relating to the U.S.'s current occupation of Iraq. The course meets for an hour each week and features a rotating group of faculty organizers from the departments of English, International Political Economy, History, and Politics and Government. The discussion group welcomes participants from all perspectives, and it envisions bringing a diverse array of speakers to the campus, ranging from representatives from Fort Lewis, to Iraq War veterans, to peace activists. Short readings are distributed in advance of each meeting. Not offered 2011-2012.

**470 Special Topics** Particular topics of English 470 vary from semester to semester, according to the interests of the professors offering the course. English 470 invites students to think in new ways about literature, culture, society, and critical theory. The topics accord with a professor's particular scholarly interests. May be repeated for credit. Before registering, consult the departmental website and contact the professor concerning specific course content. *Prerequisite: relevant survey course or instructor permission.* Usually offered every year; offered Spring 2012. Spring 2012 topic: *Bleak House* and *Middlemarch*.

**471 Special Topics in Writing, Rhetoric, and Culture** This course provides students an opportunity to focus their interest and to gain expertise in a specialized area within writing, rhetorical, or cultural studies. Course readings typically include theory, case studies, and primary documents. Students do short written and oral assignments prior to producing a longer seminar paper. The topics correspond with the instructor's particular scholarly interests but might include such topics as The Rhetoric of Literacy, The Rhetoric of Disease, or Activist Rhetoric. *Prerequisite: A Writing and Rhetoric seminar or junior or senior standing or permission of instructor.* Offered occasionally; offered Fall 2011.

**472 Extended Project in Creative Writing** In this reading and writing course, student writers produce approximately 40 - 60 pages in an attempt to hone their craft through consistent practice. Extended projects require a more intensive imaginary landscape. Students discuss how longer projects require a different kind of sense-making. While short works may often be inspired by single emotions, students discuss how authors conceptualize longer projects. Students choose their own genre for the final portfolio which may include the novella, story-cycles, poetry chapbooks, long poems, or the long short story. *Prerequisite: ENGL 402 or 403 and permission of the instructor.* Offered every third year; not offered 2011-2012.

**473 The Bible and the Literary Tradition** The course begins with a brief introduction to the literary traditions and materials within the Hebrew Bible and the New Testament (especially law, narrative, prophecy, hymn, and laments) 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. The class studies the ways that Biblical materials func-

tion 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 has 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 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.* Fulfills pre-1800 requirement. Not offered 2011-2012.

**474 Literature of Empire** This course studies the break-up of the British colonial empire of the nineteenth and twentieth centuries as reflected in literature and in literary criticism. Emphasis is 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 trace the theory of empire in the metropole and its practice in the colony. Writers include Macaulay, Kipling, Conrad, Yeats, Forster, Greene, Achebe, Gordimer, and Friel. *Prerequisite: ENGL 223 or permission of instructor.* Offered every third year; not offered 2011-2012.

**475 The Irish Literary Revival** This course explores Irish literary and cultural history from the Fenian uprisings in 1867 to Irish neutrality in World War II. It is chiefly concerned with the role of literature in the shaping of cultural nationalism, but it also considers major political events in Ireland during this period, especially the armed rebellion against Britain between 1916 and 1921. The seminar concentrates on Yeats, Lady Gregory, Joyce, J. M. Synge, and Sean O'Casey, but considers other writers who were important to the development of literary nationalism, among them George Moore, Katherine Tynan, Peg Sayers, Frank O'Connor, and Sean O'Faolain. *Prerequisite: ENGL 223 or permission of instructor.* Offered every third year; last offered Spring 2011.

**476 Shakespeare's World** William Shakespeare, Christopher Marlowe, and Galileo Galilei were each born in 1564—what in the world was going on? This course takes an interdisciplinary look at the culture, ideas, and events of early modern Europe with a particular focus on their effects on English theater. Readings range from Luther, Galileo, and Montaigne to Shakespeare, Jonson, and Marlowe. Crosslisted as THTR 476. Offered occasionally; not offered 2011-2012.

**478 Jane Eyre and Revision** This course is concerned with the endurance of the “Jane Eyre” story in fiction. Beginning with Charlotte Brontë's *Jane Eyre* (1847), students examine a variety of novels and films that attempt to rewrite some aspects of the original. Students examine the context each revision emerges from and what it does to the status of the original. Finally, students consider shifts in the critical and feminist reception of these texts. Texts vary, but are selected from the following: Braddon, Gissing, James, Woolf, Forster, du Maurier, Rhys, Kincaid, Balasubramanyam, Winterson. Students who have received credit for ENGL 470 (Jane Eyre and Revision) may not receive credit for ENGL 478. *Prerequisite: ENGL 210.* Offered every other year; offered Fall 2011.

**481 Asian American Literature** This course explores important works of Asian American literature, including poetry, novels, nonfiction, and drama. It traces the development of this literature, explores questions of form, and examines issues of Asian American history and identity through the lens of literature. The course studies the work of such writers as Carlos Bulosan, Marilyn Chin, Jessica Hagedorn, Elaine Kim, Maxine Hong Kingston, David Wong Louie, Fae Myenne Ng, John Okada, Shawn Wong, and Lois-Ann Yamanaka. *Prerequisite: ENGL 225 or permission of instructor.* Offered every other year; not offered 2011-2012.

**482 Topics in African American Literature** This course considers African American literature in its aesthetic, cultural, historical, and political contexts. Within the African American expressive tradition, the course may address important literary genres (slave narrative, racial uplift fiction, blues poetry); distinct cultural forms (call-and-response, signifying, testifying); and pivotal cultural movements (abolitionism, the Harlem Renaissance, Black Arts, womanism). Possible course topics include the Literature of the Black Atlantic, African American Literature Between the Wars, and Black Feminist Literature. Counts toward minor in African American Studies. Offered every three years; not offered 2011-2012.

**483 Celtic Literature in Translation** This course is a general introduction to the literature of the Celtic peoples, particularly the Irish and the Welsh, from the seventh to the fourteenth century. Rather than attempt to survey each literature separately, the class studies the major texts in Irish and Welsh from a comparative point of view, looking at the assumptions they commonly share about the function of literature, the role of the prose narrator and bard in an aristocratic or monastic culture, the place of the ancient pagan mythology within a Christian literary milieu, and the character of traditional Celtic heroes and heroines. In an effort to understand the particularly Celtic character of the works under consideration, the class often looks to English, European, or modern Celtic authors themselves for their treatment of kingship, honor, shame, love, violence, and death. Also, because Celtic literature often preserves an archaic view of the structure of society, the course draws on the disciplines of comparative mythology and structural anthropology in order to inform the reading. As with the study of all early literatures, Celtic literature offers a unique challenge to modern critical assumptions and helps to broaden the concept of what literature is. *Prerequisite:* ENGL 222 or *permission of instructor*. Offered every third year; offered Fall 2011.

**484 Indian Fiction** This course is an introduction to some of the variety and complexity of fiction from India. It focuses primarily on novels and short stories written in English and considers the role they played in colonial, anti-colonial, and nationalist struggles and in definitions of who constitutes an "Indian." Writers studied are selected from the following: Tagore, Anand, Narayan, Rushdie, Ghosh, Roy, Sahgal, Hariharan, Chandra, Desai. Students who have received credit for ENGL 470 (Indian Fiction) may not receive credit for ENGL 484. Offered every other year; not offered 2011-2012.

**485 Literature and Gender** This course explores the dynamics of gender in literature. Students analyze literary texts to raise questions about the intellectual, social, cultural, political, and philosophical contexts from which they emerge. Issues discussed 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 sometimes deals 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). Satisfies a Gender Studies elective. *Prerequisite:* ENGL 221, 222, 223, 224, 225 or 226. Offered every other year; not offered 2011-2012.

**486 Native American Literature** This course explores the diversity of literary voices and forms that have emerged from native North American communities throughout the period of contact. The class reads examples of traditional oratory, native adaptations of Western literary forms, and experimental genres, paying special attention to the historical context and cultural specificity that mark Native American literatures. The course also focuses on contemporary and historical topics critical to an understanding of Native American life within the U.S., including, but not limited to: cultural and spiritual appropriation, pan-tribalism, struggles for sovereignty, innovations on tradition, native language recovery, gender and sexuality in native communities, and land/environmental issues. Offered every other year; not offered 2011-2012.

**491 Critical Theory Since the 1930s** This course examines literary criticism and theory from the 1930s to the present. Areas that may be addressed range from the Psychoanalytical, Marxist, Post-Structuralist, Feminist, and Post-Colonial theory to New Historicism and critical theories of race, culture, and ethnicity. *Prerequisite:* Senior standing or permission of instructor. Offered every other year; not offered 2011-2012.

**492 Rhetorical and Cultural Theory Since the 1930s** This course examines topics in rhetorical and cultural theory from the 1930s to the present. Areas that may be addressed include the New Rhetoric, social constructivist theory, feminist rhetoric, contrastive rhetoric, reception theory, ideology critique, and deconstruction. *Prerequisite:* A Writing and Rhetoric seminar and junior or senior standing or permission of instructor. Students who have received credit for ENGL 401 may not receive credit for ENGL 492. Offered occasionally; not offered 2011-2012.

**493 Advanced Research Seminar** This course is designed as an independent advanced research and writing seminar. Each student selects a topic in English Studies (Literature or Writing, Rhetoric, and Culture emphasis) to research and write on in the course of the semester. The final product is a substantial formal essay of criticism that both engages secondary sources and also advances an independent thesis. *Prerequisite:* completion of lower-division English major requirements, one 400-level seminar, or permission of instructor. Offered occasionally; not offered 2011-2012.

#### 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 and approval of the Internship Coordinator. Offered Spring 2012.

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## ENVIRONMENTAL POLICY AND DECISION MAKING

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Executive Committee: Rachel DeMotts, *Environmental Policy and Decision Making and Politics and Government*; Kena Fox-Dobbs, *Environmental Policy and Decision Making and Geology*; Amy Ryken, *Education*; Dan Sherman, *Environmental Policy and Decision Making and Politics and Government*

Associate Professor: Daniel Sherman, *Environmental Policy and Decision Making and Politics and Government* (Administrative Director)

Assistant Professor: Rachel DeMotts, *Mellon Assistant Professor of Environmental Policy and Decision Making and Politics and Government*; Kena Fox-Dobbs, *Environmental Policy and Decision Making and Geology*

Affiliated Faculty: Dan Burgard (Chemistry); Monica DeHart (Comparative Sociology); Joel Elliott (Biology); Andrew Gardner (Comparative Sociology); Barry Goldstein (Geology); Mott Greene (Science, Technology & Society); Kristin Johnson (Science, Technology & Society); Peter Hodum, (Biology); Lisa Johnson (Business & Leadership); Betsy Kirkpatrick (Biology); Nick Kontogeorgopoulos (International Political Economy); William Kupinse (English); David Lewis (Economics); Steven Neshyba (Chemistry); Doug Sackman (History); David Sousa (Politics and Government); Stacey Weiss (Biology); Peter Wimberger (Biology)

## About the Program

The Environmental Policy and Decision Making Program is an interdisciplinary minor program designed to help students integrate their major area of study with an understanding of how individual and collective decisions interact with the environment. The term “environment” is considered critically with recognition of the often blurry and even indistinguishable boundary between natural and human-built or managed environments. Environmental issues for study thus range from those related to non-human species and habitats to those concerning social and human health problems associated with population density and industrialization. While environmental issues reflect certain empirical realities about the physical world and its limits, they also engage contests among competing human values and visions for the future. Environmental issues are strategically defined, managed, promoted and challenged by a complex and often conflicting array of social actors. In a word, environmental problems are political.

Students who minor in Environmental Policy and Decision Making 1) develop an understanding of the multiplicity of values, norms, interests, incentives, and scientific information that influence decisions on environmental issues, 2) learn to critically examine the social, political, and economic contexts for decisions on environmental issues, and 3) engage in interdisciplinary dialogue and apply systems thinking to address current and projected environmental problems.

The program faculty believes that the Environmental Policy and Decision Making minor is best accomplished when carried on in conjunction with work in another major area of study. Students who elect the minor should consult with a second advisor familiar with the program. Advisors will help students to design a minor program that will complement their majors and help them to focus their studies in areas of interest to them.

## General Requirements for the Minor

General university degree requirements stipulate that 1) three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the minor; and 3) all courses taken for a minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the minor degree requirements listed below.

## Requirements for the Minor

Five units to include:

- ENVR 101, Introduction to Environmental Policy and Decision Making
- One policy elective (see list below)
- Two general electives (see list below)
- ENVR 400, Senior Seminar in Environmental Policy and Decision Making

### Note

Four requirements must be completed while in residence at Puget Sound, including ENVR 101, the policy elective, and ENVR 400.

## Policy Electives

One unit selected from the following policy courses.

- CONN 381, Environmental Law
- ECON 325, Environmental Economics and Policy
- ECON 326, Natural Resource Economics and Policy
- ENVR 310, Environmental Decision Making
- ENVR 322, Water Policy
- ENVR/PG 326, People, Politics, and Parks

- ENVR 350 Puget Sound Environmental Issues I: Politics and Public Participation
- ENVR 351 Puget Sound Environmental Issues II: Laws and Land Use Designations
- ENVR/PG 382 Global Environmental Politics
- PG 305, U.S. Environmental Policy
- PG 309, Applied Environmental Politics and Agenda Setting

## General Electives

Two additional units selected either from the policy courses above or the following general elective courses. At least one of the courses used to fulfill this requirement must be outside the student’s major program. The courses used to fulfill this requirement may not count towards the requirements for both the minor and a major. Students should contact the specific department to determine when a course will be offered. Students may also use one unit of independent study or internship (ENVR 495/496 or INTN 497).

- CONN 320, Ecotourism as a Tool for Conservation and Sustainable Development in Sikkim India (PacRim course)
- CSOC 230, Indigenous Peoples: Alternative Political Economies
- CSOC 316B, Social and Cultural Change
- CSOC 407, Political Ecology
- CSOC 481, Special Topics: Environmental Anthropology
- ENGL 380, Literature and the Environment
- ENVR 325, Geological and Environmental Catastrophes
- ENVR 335, Thinking about Biodiversity
- ENVR 340, Climate Change
- ENVR 495/496, Independent Study
- ENVR 498, Internship Tutorial
- GEO 310 Water Resources
- HIST 364, American Environmental History
- HIST 369, History of the West and the Pacific Northwest
- INTN 497, Internship Seminar
- STS 341, Modeling the Earth’s Climate
- STS 344, History of Ecology

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**Connections courses.** See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 43).

- 322 Water Policy**
- 325 Geological and Environmental Catastrophes**
- 335 Thinking about Biodiversity**

**101 Introduction to Environmental Policy and Decision Making** This is the required introductory course for the Environmental Policy and Decision Making Minor, an interdisciplinary program designed to help students integrate their major area of study with an understanding of how individual and collective decisions interact with the environment. The course uses approaches from the natural sciences, social sciences, and humanities to introduce the ways in which human social, political, eco-

conomic, and cultural systems interact with systems in the non-human environment. The concept of “sustainability” is explored by considering the tension between the limiting principles in our world and competing human values over the question of what should be sustained for the future.

**310 Environmental Decision Making** This course focuses on the decision making processes that shape the implementation of environmental policy in the United States. Environmental decisions are no longer the exclusive province of technical experts employed by government bureaucracies. Pioneering efforts to involve groups of environmental stakeholders (such as environmental groups, property owners, business interests, tribes, and officials at all levels of government) in environmental decision making began 30 years ago. Now environmental decisions are often held to a legal and public expectation that deliberations will be public and participatory. Students in this course will develop an understanding of the institutions shaping these decisions, the theory behind various decision making approaches, the relative effectiveness of different approaches, and the skills needed to make decisions in these complex policy contexts. This class includes group work on case-based projects and policy simulations. Not offered 2011-2012.

**320 Ecotourism as a Tool for Conservation & Sustainable Development in Sikkim, India** This course is designed as an introduction to the issues of ecotourism and conservation in the Himalaya, focusing Sikkim as a study site. Offered as part of the 2011-2012 Pacific Rim/Asia Study-Travel Program.

**326 People, Politics, and Parks** Conserving wild places through the creation of national parks is not only a reflection of environmental priorities, but a profoundly political undertaking that can bring significant changes to local landscapes. This course examines the intersection of protected areas and political priorities in local, regional, and global context, including discussion of issues such as tourism, human-wildlife conflict, forced displacement, and community-based conservation. Cross-listed as PG 326. *Prerequisite: ENVR 101 or a PG course.* Offered every other year; offered Spring 2012.

**340 Climate Change** This course examines the wide variety of geologic, physical, chemical, and biologic evidence for the nature, duration, timing, and causes of climate change throughout the long history of our planet. In general, the course proceeds chronologically through geologic time. As the course approaches the modern world, students examine the paleoclimate record in progressively greater detail, and consider increasingly complex explanations for the patterns seen. Because of the great breadth (interdisciplinary range) and great depth (wide range of time periods) of the topics considered, students use a wide range of sources, including semi-popular articles, textbooks, and primary literature. The lab focuses on examining a variety of primary sources of paleoclimatic information and techniques of data analysis, such as tree rings, pollen, and stable isotopes. Cross listed as GEOL 340. *Prerequisite: Completion of Natural Scientific Approaches core.* Offered every other year; not offered 2011-2012.

**350 Puget Sound Environmental Issues Part I: Politics and Public Participation** 0.25 unit This course familiarizes students with the variety of ways citizens engage in public decision making on environmental issues central to the health of Puget Sound. The course combines nearly 24 hours of class and field experience over the course of a single weekend (Friday evening to Sunday evening) with additional meeting hours during three weeknight meetings. Students study a single regional watershed from source to mouth, gaining an understanding of the role citizens play in shaping the environmental policy of a particular place. The class employs written case materials developed to highlight particularly successful examples of citizen engagement in environmental policy in the watershed, mini-lectures by academic experts on the relevant political and environmental contexts of the cases, discussion panels with key stakeholders and decision makers on these issues, and field experiences designed to reveal the applied context of the issues under consideration. A select number

of local community members may participate in the class on a non-credit basis.

**351 Puget Sound Environmental Issues Part II: Laws and Land Use Designations** 0.25 unit This course is designed to familiarize students with environmental laws and land use designations governing selected environmental issues central to the health of Puget Sound. The course combines nearly 24 hours of class and field experience over the course of a single weekend with additional meeting hours during three weeknight meetings. Students study a single regional watershed from source to mouth to gain a place-based appreciation for the effects of laws and land use designations on the environment. The class employs written case materials developed to highlight particular environmental issues in the watershed, mini-lectures by academic experts on the relevant legal and environmental contexts, discussion panels with key stakeholders and decision makers on these issues, and field experiences designed to reveal the applied context of the issues under consideration. A select number of local community members may participate in the class on a non-credit basis.

**382 Global Environmental Politics** The course examines the intersection of environmental issues with politics and policy-making on a global as well as a local scale. It explores international structures and efforts to deal with environmental problems, a wide range of particular environmental challenges such as climate change and conservation, and the different experiences of individual countries in trying to use and manage their natural resources. Throughout, the relationships between political and natural systems are explored, with a particular focus on the ways in which politics and policy can both produce effective strategies and new difficulties for handling environmental challenges. Cross-listed as PG 382. *Prerequisite: ENVR 101 or instructor permission.*

**400 Senior Seminar in Environmental Policy and Decision Making** This course analyzes one current environmental issue from the perspectives of the sciences, the social sciences, and the humanities. Students collectively examine the case from different disciplinary perspectives in an attempt to understand issues in their full complexity. Students conduct an in-depth research project on issues and present their findings in an open forum. Students formulate their own problem-solving approach to environmental problems and recognize how their approach connects to the work of others. *Prerequisite: Environmental Policy and Decision Making minor; ENVR 101; two of the required three electives for the minor including one policy elective; and senior standing.*

#### 495/496 Independent Study

**498 Internship Tutorial** Internship placement related to environmental policy and decision making, in areas such as urban planning, nature mapping, and stakeholder analysis. Students who enroll in this course work with a faculty member to develop an individualized learning plan that connects the internship experience to the Environmental Policy and Decision Making minor. *Prerequisite: approval of tutorial professor and the Internship Coordinator.*

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## EXERCISE SCIENCE

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Professor: Heidi Orloff; Barbara Warren, *Chair*

Associate Professor: Gary McCall (on leave Spring 2012)

### About the Department

The mission of the Department of Exercise Science is to deliver a program that applies the scientific foundations of human movement to help graduates understand the complex relationships

among work, physical activity, health, and realizing human potential. This is accomplished through thoughtful and guided consideration of information and values integrated and synthesized from a number of disciplines. Students develop critical thinking skills to analyze the rapidly increasing body of knowledge on how physical activity and movement affect the quality and quantity of the human experience. Students are trained to effectively communicate this information and to help lead people to achieve healthier and fuller lives.

### Departmental Goals

Students in Exercise Science develop a firm foundation of knowledge within the field that enables them to apply the scientific method of inquiry toward the improvement of the human condition. Additionally, students

1. develop their abilities to communicate effectively through discussion, written work, and oral presentation;
2. develop their abilities to assess, analyze, evaluate, and predict from observation and sound data collection;
3. learn to integrate ethical standards and differing values related to their future personal and professional lives;
4. develop reasoned independence showing curiosity and leadership in the field of exercise science;
5. become prepared for further study within and outside of the field of exercise science.

The Exercise Science Department provides a Bachelor of Science degree program with a theoretical as well as a practical background in human movement and its applications to health. A foundation of scientific courses is integrated with courses that include consideration and application of the ethical, philosophical, psychological, and social aspects of movement to understand how activity enhances the human experience. Through a sequence of courses, the department develops the students' analytical approach to problem solving, careful observation and data reporting techniques, data analysis, and writing and presentation skills for communicating findings.

The Exercise Science program is designed for those students preparing for graduate study in exercise science, medicine, nursing, physical therapy, occupational therapy or other allied health fields, and public health, 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 sophisticated equipment such as computer-assisted motion analysis, multi-dimensional force plate, oxygen and carbon dioxide analysis for resting metabolism and maximal aerobic capacity, hydrostatic weighing for body composition, ECG's for cardiovascular responses, and isokinetic testing of muscle strength and endurance. 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.

### General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

### Requirements for the Bachelor of Science Degree

1. Completion of the following courses: EXSC 201, 221, 222, 270, 362, 363, 375, 426, 427, and 480.
2. Completion of the following cognate courses: CHEM 110 and 111 or 230; MATH 160; and

PHYS 111 or 121 (most Physical Therapy programs require a second semester of physics: PHYS 112 or 122).

### Requirements for the Minor

A Minor in Exercise Science requires completion of six courses to include EXSC 201; 221 and 222; 270; 362, 363, 426, or 427; and 1 additional unit in Exercise Science at the 300-400 level.

### Note

The Exercise Science 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. All transfer students majoring or minoring in Exercise Science are required to take a placement examination in Human Anatomy and Physiology.

### Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

#### Writing and Rhetoric

##### 123 Understanding High Risk Behavior

#### Scholarly and Creative Inquiry

##### 124 Disasters

#### Other courses offered by Exercise Science faculty

##### NRSC 201 Introduction to Neuroscience

**201 Nutrition and Energy Balance** This course is intended to provide the student with the basic concepts of nutrition and exercise as they relate to health and the prevention of disease. Metabolism and energy values of food and physical activity are explored along with the introductory data analysis techniques used in the personal evaluation of nutritional and exercise habits. Students research the literature, debate and write informed opinions on controversial issues, such as organically grown foods and supplements. Other topics include food safety, fads, advertising, weight control, food-related diseases, menu planning, and nutritional needs throughout the life cycle. Offered each semester.

**221 Human Physiology** This course studies the functions of the different human systems including endocrine, reproductive, nervous, cardiorespiratory and others. *Prerequisite: BIOL 111.* Offered Fall semester only.

**222 Human Anatomy** This course presents a systemic approach to studying the human body. This includes microscopic and gross anatomy of the circulatory, digestive, endocrine, muscular, skeletal systems and others. *Prerequisite: BIOL 111.* Offered Spring semester only.

**270 Applied Analysis of Physical Assessments** This course is intended to introduce the student to the exercise science laboratory and fitness assessment. Test procedures and the significance of each test are explored through application of measurement and evaluation procedures. Emphasis is placed on following careful data collection and interpretation of results. Offered Fall semester only.

**327 Care and Prevention of Injuries to the Physically Active** This introductory course explores the management of conditions limiting the functional capabilities of the physically active individual whose activities may range from occupational tasks to recreational sports. Information dealing with the prevention, recognition and management of these injuries or conditions is presented. Practical application of taping and bandaging techniques is also included. Offered occasionally; not offered 2011-2012.

**330 Sport Nutrition and Ergogenic Aids** This seminar reviews the requirements for energy macronutrients (carbohydrates, proteins, and lipids), micronutrients (vitamins and minerals), and fluid intake as well as basic principles of digestion and absorption. The regulations on the sale of dietary supplements in the US is discussed and debated. The specific ergogenic aids covered in the course are determined by the interests of the students in consultation with the instructor. Groups of two or three students work together to locate, select, and lead discussion/presentations of primary research studies that address their topics of interest. Each student also designs a diet plan for a specific athlete and presents the plan to the class. *Prerequisite: EXSC 201; 221/222; 362 or 363 or concurrent enrollment.* Offered occasionally; not offered 2011-2012.

**340 Equipment Design** This course is intended to familiarize the student with the process of designing sports and/or injury prevention equipment. In this process students build product briefs, gain consumer insights, and develop a go-to-market plan. Students work closely with designers and developers to take a product from inception of idea to prototype development to pilot testing. Ultimately the students decide if the product is ready for mass production and release. Students research methodology to plan a project designed to use the scientific method. Presentation of the product is completed by each student. *Prerequisite: MATH 160 or equivalent.* Offered occasionally; offered Fall 2011.

**362 Physiology of Exercise I: Bioenergetic, Cardiovascular, Neuromuscular, and Molecular Aspects** This is the first of two courses that explore the body's acute responses and long-term adaptations to various levels of exercise and modes of activities. Students focus on understanding how the body's bioenergetic, cardiovascular, neuromuscular, and intracellular systems respond to the perturbation of exercise and how physical activity and training affect health, disease, and the quality of life. Throughout the course, variations in responses between gender and age groups are considered. Lecture and laboratory topics include bioenergetics, cardiorespiratory function, ergometry, fatigue, body composition, muscle fiber types, motor control of movement, growth and maturation, inactivity, morbidity and costs to the nation, and exercise prescription. Formal laboratory reports and a review of literature are required. *Prerequisite: EXSC 221, 222. Recommended: EXSC 201 and 270.* Offered Fall semester only.

**363 Physiology of Exercise II: Respiratory, Environmental, Metabolic, and Hormonal Aspects** This is the second of two courses that explore the body's acute responses and long-term adaptations to various levels of exercise and modes of activities. Students focus on understanding how the body's cells, respiratory, metabolic, and endocrine systems respond to the perturbation of exercise and how physical activity and training affect health, disease, and the quality of life. Environmental challenges to human activity caused by heat, cold, altitude, hyperbaric conditions, and microgravity are investigated. Students consider the efficacy and ethics of ergogenic aid use. For all course topics, gender and maturation are discussed in regards to the goal of improving health and the human experience. Lecture and laboratory topics include bioenergetics, exercise metabolism, hormone regulation, Wingate anaerobic testing, body composition, lactate and biochemical markers of fitness and metabolism, growth and maturation, inactivity, immune systems, and exercise prescription. Formal laboratory reports and lab presentations are required. The course may include field trips to visit complex, specialized equipment in a dedicated setting. *Prerequisite: EXSC 221, 222. Recommended: EXSC*

*201, 270, and 362.* Offered Spring semester 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 from the Institutional Review Board, and a grant proposal. The student surveys the literature, gaining critical reading skills, and organizes existing knowledge into a written review. Writing technique is critiqued through both faculty and peer review. The research proposal may be used as a springboard for research conducted in EXSC 490, Senior Thesis. *Prerequisite: at least one of the following: EXSC 201, 362, 363, 425, or permission of instructor.* Offered each semester.

**426 Kinesiology/Biomechanics I** This course provides a qualitative approach to human movement with the focus on functional anatomy and descriptions of motion. Each student is responsible for a project that incorporates assessment of muscle motion and the application of kinematics of motion. *Prerequisite: EXSC 221, 222, PHYS 111 (or 121), or permission of instructor.* Offered Fall semester only.

**427 Kinesiology/Biomechanics II** This course provides a quantitative approach to human movement. Kinematics and kinetics of motion are explored with the inclusion of mathematical concepts. Students are required to write a thesis project which may utilize motion analysis, force tracings, the kinetic chain, and other technical elements of biomechanical analysis. *Prerequisite: EXSC 221, 222, PHYS 111 (or 121), or permission of instructor.* Offered Spring semester only.

**437 Psycho-Social Issues in Exercise and Sport** Participation, performance, and satisfaction in sport and exercise are mediated by social structures, as well as individual psychological traits and states. This seminar examines how psychological and social variables affect learning and performance in all types of physical activity, including leisure recreation, fitness, physical education classes, and competitive sport. Emphasis is placed on integrating sound theory with useful practical applications. Students examine how to implement psychological skills training for peak sport performance, how to create positive social climates, and how emerging sport and exercise trends shape the future. Offered occasionally; not offered 2011-2012.

**480 Senior Seminar: Physical Activity, Health, and the Human Experience** This seminar, the departmental capstone experience, brings closure to the students' education at the University of Puget Sound and formally begins the transition to further educational, professional, and personal pursuits. Major issues related to physical activity and the human condition are identified, studied, discussed, and debated. Students are involved in processes that allow them to evaluate their personal and professional strengths and weaknesses, to consider possible forces that will affect their futures, and plan appropriate courses of action. Course assignments include writing a critical perspective paper, leading journal article discussions, and completion of their exercise science baccalaureate portfolios. *Prerequisite: senior standing and EXSC 201, 362, and 363, or concurrent enrollment.* Offered Spring semester only.

**490 Senior Thesis in Exercise Science** Experimental research is performed under the guidance and in the area of expertise of a faculty member that may include specialized topics in kinesiology/biomechanics, exercise physiology, nutrition and physical activity. Students must write a proposal that is approved by the department and the Institutional Review Board, carry out the research, write the thesis, and orally defend it at a research symposium. Application details can be obtained from the Junior Research Seminar instructor, faculty research advisor, or department chair. *Prerequisite: EXSC 375 and permission of the department.*

**495/496 Independent Study** 0.5 - 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 fac-

ulty research advisor. Recommended for majors prior to the senior research semester. *Prerequisite:* junior or senior standing, EXSC major and permission of department chair.

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## FOREIGN LANGUAGES AND LITERATURE

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Professor: Kent Hooper (German Studies); Josefa Lago Graña (Hispanic Studies); Michel Rocchi (French Studies); David Tinsley (German Studies); Harry Vélez-Quiñones (Hispanic Studies) (on leave Fall 2011)

Associate Professor: Diane Kelley (French Studies), *Chair*; Mark Harpring (Hispanic Studies), *Associate Chair*

Assistant Professor: Brendan Lanctot (Hispanic Studies)

Visiting Assistant Professor: Jennifer Driscoll Colosimo (German Studies); Catalina Ocampo (Hispanic Studies); Curtis Wasson (Hispanic Studies)

Instructor: Steven Rodgers (French Studies)

Visiting Instructor: Françoise Belot (French Studies); Ciara McGrath (Hispanic Studies); Heather Murphy (Hispanic Studies); Alicia Ramírez-Dueker (Hispanic Studies)

### About the Department

Studying a foreign language opens doors to the understanding of other cultures and the world around us. The faculty believes that students should cultivate knowledge of at least one foreign culture through its language as an essential part of a liberal arts education. The Department of Foreign Languages and Literature offers three distinct programs in French Studies, German Studies, and Hispanic Studies. [For majors in Chinese, Japanese or East Asian Languages please see the Asian Languages and Cultures Program.] Faculty members are specialists in the literature and culture of their target language and are either native to or have spent considerable time in the foreign countries of their teaching.

As students progress through the curriculum in the target language, they increasingly come into contact with culture, history and literature of countries where the language is spoken. This approach, in tandem with the faculty's multifaceted pedagogy, guides students as they develop communication skills, cultural awareness, analytical skills, and historic perspective concerning the target culture.

The department is fully committed to the concept of study abroad as a complement to students' intellectual trajectory as they learn about culture, history and literature of another country or countries. Students are strongly encouraged to participate in endorsed study abroad programs in Dijon, France; in Granada, Spain; in Oaxaca, Mexico; and in Passau or Munich, Germany. Details of these and other study abroad programs may be obtained from department advisors and the Office of International Programs.

### Language House Program

The department faculty supports the learning concept of a residential atmosphere and encourages students to participate in the special living-language program. Students have the opportunity to live in university-owned houses on campus and communicate in the target language within a small group environment. Films, records, opera, plays, multilingual 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.

### Study Abroad Coursework

Because not all study abroad programs are suited for Foreign Languages and Literature majors and minors, only departmentally sanctioned coursework earned through study abroad programs may be counted toward degrees in the department's majors and minors.

Credit is generally accepted from Puget Sound-endorsed programs in Dijon (France); in Granada, Spain; in Oaxaca, Mexico; and in Passau or Munich (Germany). Credit may also be accepted from other study abroad programs. To ensure that credit will transfer, any student who plans to apply study abroad credit to a major or minor should consult with a department advisor prior to enrollment.

### Transfer Units and Placement

Students with previous high school language study may enroll in higher-level language courses 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.

All transfer students, especially those who have had prolonged periods of time elapse since their last academic coursework, will be evaluated on an individual basis. Their placement will be based on observation in courses at the Tacoma campus.

Advanced Placement Examinations (AP) with scores of 4 or 5, or International Baccalaureate (IB) Higher Level Examinations with scores of 5, 6, or 7, apply toward majors or minors for a maximum of one unit at the 200 level. Foreign Language coursework completed at other accredited institutions may be accepted toward major areas of concentration; however, the following conditions for major and minor requirements must be met:

1. All majors in the department: a minimum of four courses taught in the target language, and in the major, must be taken at the Tacoma campus.
2. All International Affairs/International Studies majors (in addition to meeting the above requirement): a minimum of four of the required units outside of the target language must be taken at the Tacoma campus.
3. All minors in French, German, or Spanish: a minimum of three units must be taken at the Tacoma campus, to include the required 300/400-level course.

### Choice of Majors

Students may select from six major areas of study:

1. French Language and Literature
2. French Language and International Affairs
3. German Language and Literature
4. German International Studies Program
5. Spanish Language, Culture, and Literature
6. Hispanic International Studies Program

### General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## French Studies Program

### *Requirements for the Major in French Language and Literature (BA)*

Ten to 12 units (depending on area of emphasis), a semester of study abroad in a French speaking country, a senior paper, and a senior portfolio (see Notes below).

#### I. Basis in French Language and Literature

- A. Eight units in French at the 201 level or above, to include:
  1. FREN 300
  2. Three units at the 301 level and above, one of which must be at the 400 level.
- B. Two courses satisfying this requirement must be taken at the Tacoma campus, one during the senior year. See section on Transfer of Units (above) for more details.

#### II. Elective Area of Emphasis (Choose Option A, B, C, or D)

##### A. French Literary Studies (2 units)

Two additional units at the 301-level or above in French, taken at the Tacoma campus.

##### B. French Cultural Studies (4 units)

1. Two units of the following, taken at the Tacoma campus: FREN 220, 240, 250, 260, 380.
2. Two units of the following: CONN 355; HIST 302, 303, 304, 305, 311, 317.

##### C. French and the Arts (3-4 units)

All majors in this emphasis must also have an experiential component in art, music, theatre, or film/media studies (up to one unit of which may be credit-bearing) to be determined in consultation with the department advisor.

##### 1. Art Focus (3-4 units)

Any three units from: ART 275, 276, 325, 359, 360, 363, 365; ENGL 267. One unit of studio art will meet the experiential component requirement.

##### 2. Music Focus (3-4 units)

Three units in music from the following: MUS 221, 222, 224, 225, 226, 230, 231, 333. Experiential component requirement options may include: one unit of Applied Music, two semesters in a performing ensemble, or one unit of Music Theory.

##### 3. Media and Theatre Studies Focus (3-4 units)

Three units from the following: COMM 170, 291, 321; ENGL 406; HUM 290, 315; PHIL 353; THTR 275, 371, 373, 375. Experiential component requirement options may include one unit of THTR 110, 210, or 217. Non-credit bearing options may include theatre production assignments on campus or at a community theatre.

##### D. French and Comparative Literature (3 units)

Three units from courses in American Literature, English/American Literature, German Literature, or Hispanic Literature, to be determined in consultation with department advisor.

### *Requirements for the Major in French Language/International Affairs (BA)*

Fourteen units and senior portfolio (see Notes below).

#### I. Eight units in French at the 200 level or above to include:

- A. FREN 240
- B. Three units taken at the 300 level and above. Two of the 300-level and above courses must be taken at the Tacoma campus, one during the senior year.

#### II. Three units in International Politics

- A. PG 103

- B. Two units from: PG 311, 321, 327, 331, 332, 333, 334, 335, 336, 339 or 350, 347; CSOC 340, 350.

#### III. Three units in International Business or Economics

- Three units from: ECON 170, 268, 371; BUS 270, 320, 335, 375, 435; CONN 381; IPE 311.

### *Requirements for the Minor in French (5 units)*

Completion of a minimum of five units in French at the 201 level or above. One unit must be at the 300 or 400 level taken at the Tacoma campus.

#### Notes

1. Students must earn a grade of C (2.0) or above in all courses taken for a major or minor in the Department of Foreign Languages and Literature.
2. No more than two courses may count toward both a core requirement and also a major requirement in French Studies.
3. For the minor in French, no course may count for both the core and the minor.
4. Exceptions to the semester study abroad requirement may be made on a case-by-case basis in consultation with a department advisor. Language-intensive replacements may include a year living in the French House, intensive summer study, etc.
5. Refer to home departments for prerequisites for all courses without the FREN designation. For example, PG 321 has a prerequisite of PG 102.
6. French Language/International Affairs students minoring in Economics may count ECON 301 and 302 toward the International Business or Economics requirement.
7. Majors are required to compile a portfolio of their work, submitted to the department by April 1 of their senior year. When students declare their major, they should seek a faculty advisor in the department who will advise them on the creation of their portfolio. The portfolio serves to assess the student's progress in the curriculum and to synthesize the student's total experience as a major.
8. The Department of Foreign Languages and Literature does not accept or award credit for distance learning courses.
9. The Department of Foreign Languages and Literature reserves the right to exclude a course from a major or minor based on the time elapsed since the course was completed.
10. Students may apply either PG 339 or PG 350, but not both, to their FLIA major.

## German Studies Program

### *Requirements for the Major in German Language and Literature (BA)*

Eleven to 13 units (depending on area of emphasis), a senior paper, and a senior portfolio (see Notes below).

#### I. Basis in German Language and Literature

Nine units at the 200 level or above, with four units taken at the 350 level or above. Four units, including two at the 350 level or above, must be taken at the Tacoma campus, and one 400-level course must be taken during the senior year. See section on Transfer of Units (above) for more details.

#### II. Elective Area of Emphasis (Choose Option A or B)

##### A. Literary Studies (2 units)

1. One unit from ENGL 491, 492.
2. One unit from HUM 206, 210, 302, 303, 304.

##### B. Literature and the Arts (3-4 units)

All majors in this emphasis must also have an experiential component in art, music,



theatre, or film/media studies (up to one unit of which may be credit-bearing) to be determined in consultation with the department advisor.

**1. Literature and Art Focus**

Any three units from: ART 275, 276, 302, 325, 360, 361, 362, 363, 365, or HON 206. One unit of studio art will meet the experiential component requirement.

**2. Literature and Music Focus**

Any three units from: MUS 220, 221, 222, 224, 225, 226, 230, 231. Experiential component requirement options may include: one unit of Applied Music, two semesters in a performing ensemble, or one unit of Music Theory.

**3. Literature and Theatre Focus**

Three units from: CLSC 301; ENGL 255, 306, 341, 351, 451, 476; MUS 220; THTR 275, 371, 373. (Only one of the above units may come from ENGL 255, 351, 451, 476.) Experiential component requirement options may include one unit of THTR 110, 210, 217. Non-credit bearing options may include theatre production assignments on campus or at a community theatre.

**4. Literature and Film Focus**

Three units from the following: COMM 170, 232, 244, 322, 344; ENGL 406; HUM 290.

**Requirements for the Major in the German International Studies Program (BA)**

Fourteen units; at least one semester, preferably one year, in an immersion study abroad program in Germany, Austria, or Switzerland; a research project, internship, or summer employment related to international affairs; a senior portfolio (see Notes below).

**I. Eight units in German at the 201 level or above, including**

- A. Six units at the 300/400 level including
  1. GERM 303 or 304
  2. Three units must be at the 350 level or above
- B. Two 350-level or above courses must be taken at the Tacoma campus, including one during the senior year. See section on Transfer of Units (above) for more details.

**II. Three units in International Relations and/or Comparative Politics**

- A. PG 103
- B. Two units from PG 321, 327, 331, 332, 333, 334, 335.

**III. Three units in Economics or International Business (Choose option A or option B)**

- A. Economics Focus: ECON 170, 268, 371
- B. Business Focus: BUS 270 and two units from BUS 320, 335, 371, 375.

**Requirements for the Minor in German (5 units)**

Completion of a minimum of five units in German at the 201 level or above. One unit must be at the 350 level or above, taken at the Tacoma campus.

**Notes**

1. Students must earn a grade of C (2.0) or above in all courses taken for a major or minor in the Department of Foreign Languages and Literature.
2. The senior paper is completed during a seminar (a 400-level course to be taken spring of the senior year).
3. Majors are required to compile a portfolio of their work, submitted to the department by April 1 of their senior year. When students declare their major, they should seek a faculty advisor in the department who will advise them on the creation of their portfolio. The portfolio serves to

assess the student's progress in the curriculum and to synthesize the student's total experience as a major.

4. Refer to home departments for prerequisites for all courses without the GERM designation. For example, PG 321 has a prerequisite of PG 102.
5. Financial or personal circumstances may preclude a student from studying abroad. A student may petition to waive this requirement or replace it by participation in a nationally recognized total immersion program, such as Middlebury or Monterey.
6. Fulfillment of the German International Studies Program research project/internship/summer employment requirement will be determined in consultation with the student's advisor and its completion will be noted in the senior portfolio.
7. The Department of Foreign Languages and Literature does not accept or award credit for distance learning courses.
8. The Department of Foreign Languages and Literature reserves the right to exclude a course from a major or minor based on the time elapsed since the course was completed.

**Hispanic Studies Program**

**Requirements for the Major in Language, Culture, and Literature in Hispanic Studies (BA)**

Ten units, a senior paper, and a senior portfolio (see Notes below).

**I. Ten units in Spanish at the 201 level or above to include:**

- A. SPAN 300
- B. Two units at the 301 level or above
- C. One 400-level course

**II. Two of the 300/400-level courses must be taken at the Tacoma campus, one during the senior year. See section on Transfer of Units (above) for more details.**

**Requirements for the Major in the Hispanic International Studies Program (BA)**

Fourteen units and a senior portfolio (see Notes below).

**I. Eight units in Spanish at the 201 level or above to include:**

- A. SPAN 205
- B. Three units at the 300/400 level
- C. Two of the 300/400-level courses must be taken at the Tacoma campus, one during senior year. See section on Transfer of Units (above) for more details.

**II. Three units in International Politics**

- A. PG 102 or 103
- B. Two units from: PG 321, 327, 331-336, 339, 380, 381; CSOC 315, 340, 350.

**III. Three units in International Business and/or Economics**

Three units from ECON 170, 268, 371; BUS 270, 320, 335, 372, 375, 435.

**Requirements for the Minor in Spanish (5 units)**

Completion of a minimum of five units in Spanish at the 201 level or above. One unit must be at the 300 or 400 level taken at the Tacoma campus.

**Notes**

1. Students must earn a grade of C (2.0) or above in all courses taken for a major or minor in the Department of Foreign Languages and Literature.
2. The senior paper is completed during a seminar (a 400-level course to be taken spring of the senior year).

3. Majors are required to compile a portfolio of their work, submitted to the department by April 1 of their senior year. When students declare their major, they should seek a faculty advisor in the department who will advise them on the creation of their portfolio. The portfolio serves to assess the student's progress in the curriculum and to synthesize the student's total experience as a major.
4. Refer to home departments for prerequisites for all courses without the SPAN designation. For example, PG 321 has a prerequisite of PG 102.
5. Hispanic International Studies Program students minoring in Economics may count ECON 301 and 302 toward the International Business or Economics requirement.
6. The Department of Foreign Languages and Literature does not accept or award credit for distance learning courses.
7. The Department of Foreign Languages and Literature reserves the right to exclude a course from a major or minor based on the time elapsed since the course was completed.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

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

**First-Year Seminars offered by Foreign Languages and Literature Department faculty.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

### Scholarly and Creative Inquiry

**HUM 115, The Problem of Evil**

**HUM 119, Eleanor of Aquitaine**

**HUM 125, The Quest for King Arthur**

**Other courses offered by Foreign Languages and Literature Department faculty.**

**CONN 355, Early Modern French Theater and Contemporary American Culture**

Satisfies the Connections core requirement. See *Connections in the Core Curriculum* section of this Bulletin for Connections course descriptions (page 43).

**HUM 250, Digital Humanities**

Satisfies the Fine Arts Approaches core requirement.

**HUM 290, World of Film**

Satisfies the Fine Arts Approaches core requirement.

**HUM 303, The Monstrous Middle Ages**

Satisfies the Connections core requirement. See *Connections in the Core Curriculum* section of this Bulletin for Connections course descriptions (page 43).

**LAS 100, Introduction to Latin American Studies**

Satisfies the Humanistic Approaches core requirement.

**LAS 380, Around Macondo in Eighty Days**

Satisfies the Connections core requirement. See *Connections in the Core Curriculum* section of this Bulletin for Connections course descriptions (page 43).

## French

**101/102 Elementary French** Introduction to the fundamentals of French and focus on the development of comprehension, speaking, reading, and writing. Emphasis is placed on active communication. This course is taught in French. The course sequence of foreign language instruction is Elementary Level 101, 102, Intermediate Level 201, 202. A student who has received a C (2.00) grade or better in any course in this sequence or its equivalent cannot subsequently receive credit for a course which appears before it in the sequence. *Prerequisite: 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 French** The course aims to develop oral and written fluency with contextualized, meaningful, and communicative activities, including study of films, multimedia and contemporary texts. Special emphasis is on acquiring the ability to use French in conversational situations, consolidating and expanding familiarity with previously studied grammatical forms, and developing vocabulary. This course is taught in French. The course sequence of foreign language instruction is Elementary Level 101, 102, Intermediate Level 201, 202. A student who has received a C (2.00) grade or better in any course in this sequence or its equivalent cannot subsequently receive credit for a course which appears before it in the sequence. *Prerequisite: 201 and 202 are sequential courses; 201 or permission of instructor required for 202.* 201 offered Fall term only; 202 offered Spring term only.

**210 Introduction to Conversational French** This course is designed for highly motivated students who wish to refine and improve their oral communication skills in listening, speaking, reading, and writing while gaining more insight into French culture. It entails active participation in class discussion, presentations, projects and conversational activities. Classroom activities include authentic spoken discourse representing a variety of styles to promote the acquisition of spoken proficiency, vocabulary building, and to develop the fluency in French to perform linguistically and culturally appropriate tasks. Intensive work in oral expression, listening and comprehension incorporates a wide variety of cultural topics, such as the French press, comic strips, television and radio broadcasts, contemporary music, as well as selected readings. The course also provides a review of selected advanced grammatical structures and frequent short oral presentations, and makes use of multi-media and interactive computer strategies in the development of conversational and cultural skills. This course is taught in French. *Prerequisite: FREN 202 or equivalent.* Not offered 2011-2012.

**220 French Pop Culture** This course studies how popular French culture, drawing from a rich and complex tradition heavily influenced by mass media, permeates contemporary French society. It is manifest in various cultural artifacts such as gastronomy, clothing, consumption, and entertainment. This course examines the boundaries between high and low culture, the various postmodern approaches that challenge the definitions of French mass culture, and the claims that pop culture trivializes and commercializes values. This course is taught in French. *Prerequisite: FREN 202 or equivalent.* Offered every two years; offered Spring 2012.

**230 Advanced French** Integrated approach to the development of greater accuracy in communicative skills. Special emphasis on oral and written expression. The course may include a multimedia component and grammar review. This course is taught in French. *Prerequisite: FREN 201 and 202 or their equivalents.* Offered every other year; offered Fall 2011.

**240 French Contemporary Issues** Applications of French in non-literary contexts. Expansion and application of French in the areas of economy, politics, media, and international issues. The course may include a multimedia component and a grammar review. This course is taught in French. *Prerequisite: FREN 201 and 202 or their equivalents.* Offered every other year; offered Fall 2011.

**250 Culture and Civilization of France** Readings, writing, and discussions based upon civilization and culture of France and the French-speaking world. Special emphasis on political and intellectual thought. This course may include a multimedia component. This course is taught in French. *Prerequisite: FREN 201 and 202 or their equivalents.* Offered every other year; offered Spring 2012.

**260 Culture of the Francophone World** This course is a critical examination of key texts and influential figures coming from, focusing on, or relevant to the Francophone world. The course emphasis will be mainly on various aspects of the cultures of Quebec, Francophone Africa, and the French Caribbean, and will end with an examination of the Francophone postcolonial context. Offered every other year; not offered 2011-2012.

**270 Conversational French and Film** This course combines linguistic functions and structures with culture through an integration of listening, speaking, reading, and writing activities. The raw material derives from twentieth-century French film. The course concentrates on improving oral fluency in French by using the topics of the film as starting points, sources of information, and illustrations of language in a cultural context for class discussions. This course is taught in French. *Prerequisite: FREN 201 and 202 or their equivalents.* Offered every other year; not offered 2011-2012.

**300 Introduction to French Literary Studies** This course is designed to introduce students to the methods of textual analysis through the reading and discussion of works in various genres in French. Emphasis will be placed on the development of analytical skills, in particular, close readings of works by authors from different periods. This course is taught in French. *Prerequisite: FREN 202 or equivalent.* Offered Spring 2012.

**310 Pre-Revolutionary French Literature** Introduction to analysis and interpretation of French literature through close readings of major literary genres. Examination of works reflecting the literary and social history of France from the Middle Ages to the Revolution of 1789. This course is taught in French. Offered every other year; not offered 2011-2012.

**320 XIX/XX Century French Literature** A study of the major genres of French literature from the revolution to the modern days through techniques of close literary analysis. Readings and discussion of French intellectual thought of recent years. This course is taught in French. Offered every other year; not offered 2011-2012.

**330 Literature of the Francophone World** A study of modern Francophone literature from the French Caribbean, the Maghreb, Sub-Saharan Africa, and Canada. The course provides an introduction to the literatures that have emerged in the French-speaking countries and regions of the world in recent decades, illustrating their astonishing breadth and diversity, and exploring their constant state of tension with the literature of France. This course is taught in French. Not offered 2011-2012.

**340 Francophone Women Writers** Close analysis of modern Francophone literature by women. Writings from France, Canada, Africa, and the Caribbean that address issues of personal autonomy, female creativity, social constraints, and clichés of sexual identity are examined. This course is taught in French. Offered every other year; not offered 2011-2012.

**350 French Major Authors** This course is a critical examination of the works of one French author, or multiple closely related authors, whose works greatly influenced the literary, political or cultural history of their time. This course is taught in French. Offered Fall 2011.

**360 French Literary Themes, Genres & Movements** This course is an in-depth critical examination of one theme, genre, or movement of French literature. Students will approach French literary tradi-

tions from a specific standpoint and engage critically with synchronous and asynchronous embodiments of those traditions. This course is taught in French. Not offered 2011-2012.

**370 French Nobel Laureate Literature** Through close analysis of literature by key Nobel laureate writers, the course explores aesthetic issues raised by French thinkers and examines how these authors tackled literary concepts and re-thought a redefinition of a new literary language. This course is taught in French. Offered Spring 2012.

**380 Advanced Studies in French and Francophone Culture** This course is designed to engage students with various aspects of French or Francophone cultural life in a historical and/or sociological context at an upper-division level. The cultural studies approach of the course will emphasize analysis of primary texts (literary works, historical documents, works of art, etc.) as they relate to cultural constructs. The course allows for either a synchronous or asynchronous historical approach, but will necessarily contextualize iterations of cultural expression in the French or Francophone worlds. This course is taught in French. Offered every other year; not offered 2011-2012.

**410 Medieval & Renaissance French Literature** An intensive study of selected literary works reflecting the intellectual, political, philosophical, and artistic changes from 1200 to 1600 AD. This course is taught in French. Not offered 2011-2012.

**420 Classicism & Enlightenment** 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. This course is taught in French. Offered occasionally; not offered 2011-2012.

**430 Romanticism to Symbolism** A study of nineteenth-century French literary movements and close readings of selected texts. Examination of the interplay among the world of ideas and the political scene in France. This course is taught in French. Offered occasionally; not offered 2011-2012.

**440 French Fiction of the Twentieth Century** An intensive study of the major themes, forms, and techniques in modern French literature. This course is taught in French. Offered occasionally; not offered 2011-2012.

**450 Twenty-First Century French Literature** This course offers a detailed analysis of contemporary French literature, and a general examination of the intellectual currents these texts illustrate or express. Through close analysis of key 21st century French texts, the course explores aesthetic issues raised by French thinkers, examines how writers are tackling literary concepts from the turn of the century, and re-thinks the definition of a new literary language. This course is taught in French. *Prerequisite: FREN 300 or equivalent.* Offered every two years; not offered 2011-2012.

**480 Seminar in French Literature** Synthesis of various aspects of literary studies. Topics to meet special needs. Since content changes, this course may be repeated for credit. This course is taught in French. Offered occasionally; offered Fall 2011.

### German

**101/102 Elementary German** Classroom and laboratory practice to develop basic listening, speaking, reading, and writing skills. This course is taught in German. The course sequence of foreign language instruction is Elementary Level 101, 102, Intermediate Level 201, 202. A student who has received a C (2.00) grade or better in any course in this sequence or its equivalent cannot subsequently receive credit for a course which appears before it in the sequence. *Prerequisite: 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 German** Review of grammar, oral and written composition, readings of contemporary authors. This course is taught in German. The course sequence of foreign language instruction is Elementary Level 101, 102, Intermediate Level 201, 202. A student who has received a C (2.00) grade or better in any course in this sequence or its equivalent cannot subsequently receive credit for a course which appears before it in the sequence. *Prerequisite: 201 and 202 are sequential courses: 201 or permission of instructor required for 202.* 201 offered Fall term only; 202 offered Spring term only.

**301 Proficiency through Fiction** Readings drawn from contemporary novels, songs and slam poems by young artists with a focus on colloquial expression and developing the basic vocabulary of cultural and literary criticism. Focus on class interaction and frequent on-line writing exercises. Proficiency range: Intermediate Mid to Advanced Low (B1-C1). *Prerequisite: German 202 or permission of instructor.* Offered every third year; not offered 2011-2012.

**302 Proficiency Through Drama** Students improve their level of oral proficiency in German through the study, discussion, adaptation, and performance of modern dramatic text. By the end of the course, students should be communicating at the level of 'advanced-low' on the ACTFL (American Council on the Teaching of Foreign Languages) Scale. Offered every other year; offered Spring 2012.

**303 German Mentalities** Studies in the mentalities of the German-speaking peoples with the goal of developing cultural awareness, sensitivity and, ultimately, cultural competence through immersion. Studies in literature, cultural artifacts, film, and media focusing on notions of time and space, untranslatable concepts such as *Heimat* or *Gemütlichkeit*, historical/geopolitical identities (German/Austrian/Swiss), regional identities (Bavarian, Swabian, Saxon), ideological identities (BRD/GDR), and the transforming influence of European unification. This course is taught in German. *Prerequisite: GERM 201 and 202 or their equivalents.* Offered every third year; offered Fall 2011.

**304 German History and Political Systems** No one can hope to comprehend the challenges Germany faces today without confronting the triumphs and tragedies of the German past. Questions of sovereignty and individual freedom, as argued by bloggers and in the press, acquire supreme significance when viewed in light of Germany under Bismarck, the failure of the Weimar Republic, the nightmare of National Socialism, forty years of division, the Pandora's box of unification, and Germany's crucial role in the European Union. Students study the evolution of the German political system even as they develop the basic vocabulary of history and politics. Taught in German. Offered every third year; not offered 2011-2012.

**305 Twentieth-Century German Film** Follows the development of German cinema from the first silent classics, through the 1930s and Nazi Germany, the Cold War in the GDR and the FRG, the *avant garde* productions of "New German Film" in the 1970s and early 1980s, to the high-speed urban dramas of the 1990s. This course is taught in German. *Prerequisite: GERM 201 and 202 or their equivalents.* Offered every other year; not offered 2011-2012.

**350 Love and Death in Early German Literature** Students explore the timeless themes of love and death as depicted by the greatest German writers from the Middle Ages through the Neo-classical period. Through close readings of major literary genres students begin to develop the vocabulary and methods of literary analysis. This course is taught in German. Offered every two years; not offered 2011-2012.

**351 Magic and Madness in Post-Enlightenment German** From *Romanticism* to the Second World

War, this course explores literary representations of the persistence of chaos and the elusiveness of intellectual certainty in the age of science and reason. This course is taught in German. Offered every two years; offered Fall 2011.

**401 Medieval Masterpieces** Study of selected works reflecting the intellectual, political, philosophical, and artistic changes from the early Middle Ages to Baroque. This course is taught in German. Offered every four years; offered Spring 2012.

**402 Age of Goethe** Major works in prose and verse by Goethe and his contemporaries during the *Klassik*, the "golden age" of German Literature, and its infamous precursor, the *Sturm und Drang*. This course is taught in German. Not offered 2011-2012.

**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. This course is taught in German. Offered every four years; not offered 2011-2012.

**404 Modern Literature** Examinations of individual visions and reactions to the general context of cultural crises in early- to mid-twentieth century Germany. This course is taught in German. Offered every four years; not offered 2011-2012.

**480 Seminar in German Literature** Synthesis of various aspects of literary studies. Since content changes, this course may be repeated for credit. This course is taught in German. Offered occasionally; not offered 2011-2012.

### Spanish

**101/102 Elementary Spanish** These courses are an introduction to the fundamentals of Spanish and focus on the development of four skills: comprehension, speaking, reading, and writing. Emphasis is placed on active communication and the development of oral and comprehension skills. This course is taught in Spanish. The course sequence of foreign language instruction is Elementary Level 101, 102, Intermediate Level 201, 202. A student who has received a C (2.00) grade or better in any course in this sequence or its equivalent cannot subsequently receive credit for a course which appears before it in the sequence. *Prerequisite: 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** These are mid-level courses for students seeking to perfect their command of Spanish. The courses consist of oral and written assignments on a variety of topics chosen to increase the student's control of the structures and vocabulary of the language. The courses also include a thorough review of grammar at a fairly advanced level. Usage of interactive Web-based resources is an integral part of these courses. This course is taught in Spanish. The course sequence of foreign language instruction is Elementary Level 101, 102, Intermediate Level 201, 202. A student who has received a C (2.00) grade or better in any course in this sequence or its equivalent cannot subsequently receive credit for a course which appears before it in the sequence. *Prerequisite: Three 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.

**203 Advanced Grammar and Composition** This course develops students' writing and editing skills in Spanish by exploring various types of writing (*descripción, narración, reportaje, exposición, and argumentación*) and the processes needed to develop these styles of composition. As part of the mastery of the skills necessary for writing in Spanish, the course incorporates a review of key and

complex grammatical structures. This course is taught in Spanish. *Prerequisite: SPAN 201 and 202 or their equivalents.* Offered Fall 2011.

**204 Advanced Oral Expression** This course combines linguistic functions and structures with culture through an integration of listening, speaking, reading, and writing activities. The course concentrates on improving oral fluency in Spanish by using the topics of Spanish and Latin American films, and their illustration of language in its cultural context for class discussion. This course is taught in Spanish. *Prerequisite: SPAN 201 and 202 or their equivalents.* Offered Fall 2011; offered Spring 2012.

**205 Spanish Contemporary Issues, Translation, and Creativity** Applications of Spanish in non-literary contexts. This class emphasizes the perfection of practical oral and written skills, especially translation. It is open to a wide variety of topics including popular culture, technology, science, economics, news media, cinema, the environment, and/or some professional uses of Spanish. Students will complete individual and/or group multimedia projects centered around their interests. A grammar review is included. This course is taught in Spanish. *Prerequisite: SPAN 201 and 202 or their equivalents.* Offered Spring 2012.

**210 Spanish in the U.S.** This course examines the presence of the Spanish language in the United States, the impact of the Spanish-speaking communities throughout the country in contemporary American life, and some defining elements of these groups (art, history, and culture). Readings, writing, and discussion in Spanish will enable students to improve their speaking, reading, and writing skills. This course is taught in Spanish. Not offered 2011-2012.

**211 Iberian Cultures** This course introduces students to the culture and civilization of Spain with emphasis on the history, art, and prevalent cultural myths and practices integral to the development of the Spanish nation. This course considers the relevance of these cultural elements within an Hispanic context and a global perspective. This course is taught in Spanish. *Prerequisite: SPAN 201 and 202 or their equivalents.* Offered Fall 2011; offered Spring 2012.

**212 Latin American Culture and Civilization** This course introduces the student to the culture and civilization of Latin America, with an emphasis on the history, visual art, music, and prevalent cultural myths integral to the civilizations and cultures of the region. The course considers the relevance of these cultural elements within a Hispanic context and a larger world perspective. This course is taught in Spanish. *Prerequisite: SPAN 201 and 202 or their equivalents.* Offered Spring 2012.

**300 Literature, Theory, and Practice** A study of the major genres of Hispanic literature through close analyses of selected masterpieces. This class prepares the student for more advanced studies in literary and cultural studies. This course is taught in Spanish. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent.* Offered Fall 2011.

**301 Literature of the Americas and Critical Inquiry** A panoramic survey of the literature of the Americas. The texts studied in the course reflect literary developments up to the present. Works to be discussed illustrate cultural elements that are evidenced in today's society. Latino Literature written in the United States may also be included. This course is taught in Spanish. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent.* Offered every other year; not offered 2011-2012.

**302 Spanish Literature and Critical Inquiry** A panoramic survey of Spanish literature from the early modern period to the present. Works to be discussed illustrate cultural, political, and social issues critical in the development of Spanish literature. This course has a multimedia component. This

course is taught in Spanish. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or permission of the instructor.* Offered every other year; not offered 2011-2012.

**303 Hispanic Short Story** This course considers the main cultural and literary issues of the Hispanic world as represented in the short story. Writers from both sides of the Atlantic are studied with emphasis on close reading and analysis of the texts. This course is taught in Spanish. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent.* Offered every other year; offered Fall 2011.

**304 Hispanic Poetry** This course examines poetry as an authentic expression of Hispanic literature. Writers from Spain and Latin America are studied with emphasis on close reading and analysis of their poems, the study of meter, rhyme, and other elements of prosody, as well as writing critically about poetry. This course is taught in Spanish. *Prerequisite: SPAN 203, 204, 205, 210, 211, 212, or equivalent.* Offered occasionally; offered Spring 2012.

**305 Spanish Film** An overview of Spanish cinema since the Civil War to the present. All films are studied in reference to the historical developments in Spain from 1939 to the present. Works by Berlanga, Buñuel, Saura, and Almodóvar are screened. Course includes required screening lab. This course is taught in Spanish. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent.* Offered occasionally; offered Spring 2012.

**306 Latin American Film** This course surveys Latin American cinema, with a particular emphasis on contemporary films. The acquisition of technical vocabulary will facilitate a careful examination of the selected works. Together with literary, critical, and theoretical texts, this analysis will lead to a broader discussion about the key cultural and social issues of the region. This course is taught in Spanish. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent.* Offered occasionally; offered Fall 2011.

**307 Modern Spanish Theater** This course covers approximately 200 years of Spanish drama. Students read complete dramas from several of Spain's most prolific playwrights while covering the major literary movements and tendencies of the nineteenth and twentieth centuries. This course is taught in Spanish. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent.* Offered occasionally; not offered 2011-2012.

**308 Modern Latin American and Latino Theatre** This course explores major theatre pieces of the twentieth century and is organized around important theatrical centers in Latin America and the study of terminology related to the theatre. The two largest units focus on Argentina and Mexico, but the course also covers plays from Chile, Puerto Rico, Cuba, and some Chicano works. The growing importance of performance theory and art is included in the coursework. This course is taught in Spanish. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent.* Offered every other year; not offered 2010-2011.

**309 Latino Literature** This course explores the cultural production of Latinos/as in the U.S. from the nineteenth to the twenty-first centuries. Students examine novels, short stories, memoirs, poetry, essays, theatre, and/or film in order to better understand the complexities of the Latino/a experience in the U.S. Students will explore various themes related to this experience, including concepts such as cultural identity, hybridity, border writing, immigration and migration, exile, and gender. While many of the texts are written in English or English and Spanish, this class is conducted in Spanish. Not offered 2011-2012.

**310 Special Topics in Literary and Cultural Studies** SPAN 310 offers in-depth study of literary and cultural topics in the Spanish-speaking world that are interdisciplinary in nature, multiregional in approach, and genre inclusive. As such, it incorporates short story, poetry, drama, essay, and film, and it covers several regions, including but not limited to the Southern Cone, Central America, the Caribbean, and Spain. Potential topics for this rubric are advanced culture courses, literatures of the periphery, narratives of the migration experience, advanced translation, linguistics, or any course which is interdisciplinary in nature. In addition to learning about the concrete topic of the class, students develop their critical skills, and improve their speaking, reading and writing skills in Spanish. This course is taught entirely in Spanish. Because content will change, this course may be repeated for credit. Topic for Spring 2012: Latin American Essay. *Prerequisite: any two classes from SPAN 203-212 (formerly 230-270) or equivalent.* Offered occasionally; offered Spring 2012.

**401 Seminar in Medieval and/or Early Modern Spanish** This course is a comprehensive study of Spanish literature from its origins to the early modern period. The rise of Castilian cultural hegemony, Jewish and Muslim converso cultural practices, the development of Europe's most prolific national theater, and the birth of the modern novel, etc., will be considered. This course is taught in Spanish. Offered occasionally; not offered 2011-2012.

**402 Seminar in Colonial and/or Nineteenth-Century Latin America** This course is a comprehensive study of the literature of Latin America from the European exploration, conquest, and colonization, to the independence of the colonies in the nineteenth century, when the nations of the region were established. It includes the late nineteenth century and the emergence of Modernism, the first literary movement to originate in Latin America. This course is taught in Spanish. Offered occasionally; not offered 2011-2012.

**403 Seminar in Eighteenth and/or Nineteenth-Century Spain** 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. This course is taught in Spanish. Offered occasionally; not offered 2011-2012.

**404 Seminar in Twentieth and/or Twenty-First Century Spain** A study of Spanish literature from the generation of 1898 to the present. Close readings of selected texts from all literary genres. This course is taught in Spanish. Offered occasionally; not offered 2011-2012.

**405 Seminar in Twentieth and/or Twenty-First Century Latin America** The course introduces students to the principle tendencies, texts, and writers of twentieth-century Spanish-American narrative. The course focuses on novels and short stories as different as the Fantastic literature of Jorge Luis Borges, the nativism or "indigenismo" of Miguel Angel Asturias, the literary chronicling literature of the Mexican Revolution of Juan Rulfo, the Magical Realism of Garcia Marquez, and the "boom" and "post-boom" works of South America's finest writers. This course is taught in Spanish. Offered occasionally; offered Fall 2011.

**410 Special Topics Seminar** Synthesis of various aspects of literary studies. Topics to meet special needs. Since content changes, this course may be repeated for credit. This course is taught in Spanish. Offered occasionally; not offered 2011-2012.

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## FRENCH STUDIES

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Students interested in a major or minor in French should consult the Foreign Languages and Literature Department section in this *Bulletin* (page 168).

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## GENDER STUDIES PROGRAM

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Director: Derek Buescher, *Communication Studies*

Advisory Committee: Greta Austin, *Religion* (on leave Spring 2012); Derek Buescher, *Communication Studies*; Julie Christoph, *English*; Julian Edgoose, *Education* (on leave 2011-2012); Alison Tracy Hale, *English*; Suzanne Holland, *Religion*; Priti Joshi, *English*; David Moore, *Psychology*; A. Susan Owen, *Communication Studies*; Kate Stirling, *Economics* (on leave 2011-2012).

### About the Program

As the home to one of the nation's first Women's Studies programs, the University of Puget Sound has a long tradition of exploring issues pertaining to gender and sexuality. The current Gender Studies program enriches and expands the college's curriculum by illuminating the ways in which gender and multiple other converging axes of identity frame every aspect of life. Our courses explore the constructions, distinctions, relations, and connections between gender and identity, race, ethnicity, and sexuality. They draw upon a rich array of intellectual traditions, including feminist, queer, race, and post-colonial theories. The study of gender opens up broader interrelated questions about the nature of gender constructions and the effects of gender on all persons.

The five-course sequence for minors begins with an introductory course, GNDR 201, in which students explore the importance of gender in the organization of social life and in the construction of personal identity. Three elective courses follow, which expand students' knowledge of gender in specialized courses. Students integrate their studies in the capstone course, GNDR 494, the Gender Research Seminar, through the definition and implementation of their individual research projects and through discussion of interdisciplinary issues, ideas, and theories in the history and cultures of gender.

### General Requirements for a Minor

General university degree requirements stipulate that 1) three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the minor; and 3) all courses taken for a minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the minor degree requirements listed below.

### Requirements for the Gender Studies Minor

Completion of a minimum of five units. GNDR 201 and GNDR 494 are required, along with 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 Gender Studies minor.

### Course Offerings with credit for Gender Studies

AFAM 355, African American Women in American History  
 CLSC 225, Gender and Identity in Greece and Rome  
 COMM 422, Advanced Media Studies  
 CONN 332, Witchcraft in Colonial New England  
 CONN 340, Gender and Communication

CONN 369, Goddesses and Power  
 CSOC 212, Sociology of Gender  
 CSOC 318, Women and Global Inequality  
 ECON 244, Gender and the Economy  
 ENGL 226, Survey of Literature by Women  
 ENGL 360, Major Authors: Bronte and Gaskell  
 ENGL 360, Major Authors: Jane Austen  
 ENGL 360, Major Authors: Wharton & Jewett  
 ENGL 391, Studies in Lesbian and Gay Literature  
 ENGL 405, Writing and Gender  
 ENGL 470, Impolite Subjects: Sex and Gender in Early America  
 ENGL 478, *Jane Eyre* and Revision  
 ENGL 485, Literature and Gender  
 HIST 305, Women and Gender in Pre-Modern Europe  
 HIST 349, Women of East Asia  
 HIST 375, Women and Social Change in the U.S. Since 1880  
 PHIL 390, Feminism and Philosophy  
 REL 320, Women and Gender in Christianity and Islam  
 REL 321, Sexuality and Christianity: Then and Now  
 REL 333, Asian Women and Religion  
 REL 368, Gender Matters  
 STS 318, Science and Gender  
 THTR 471, Staging Gender  
 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.

**201 Introduction to Gender and Feminist Studies** This course serves as an introduction to Gender and Feminist Studies. It deals with definitions of gender and its relation—historical, present and intellectual—to feminism. Its particular focus is on recovery (documenting and illuminating the lives and struggles of those who have been under-represented because they did not fit the gender norm) and analysis of gender on the individual and global levels. The course examines a series of issues from a variety of gendered perspectives. The plural in the last word is crucial: Gender Studies is a rich and invigorating field, but there is no *one* gendered perspective. In this class students listen and participate in the continuing debates amongst scholars and practitioners, activists and individuals about the shifting meanings of terms, identities, ideas. Satisfies the Humanistic Approaches core requirement. Offered each year.

**494 Gender Research Seminar** In this course students examine the differences between traditional scholarship and a feminist approach to knowing. Participants engage in an independent research project of their choosing, sharing process and findings with other members throughout the semester. *Prerequisite: GNDR 201, and at least one other course in the program.* Offered each year; offered Spring 2012.

### 495/496 Independent Study

**498 Internship Tutorial** Placement in a community or government agency dealing with social problems of particular relevance to women, such as the Sexual Assault Crisis Center, the YWCA

Women's Support Shelter, and the Office of Women's Rights. Students develop an analysis of the agency's work and make a public presentation at the end of the semester. Taken during the senior year. Internship arranged through the Internship Office. *Prerequisite: approval of tutorial professor and the Internship Coordinator.*

## GEOLOGY

Professor: Barry Goldstein (on leave Fall 2011); Jeffrey Tepper, *Chair*; Michael Valentine

Assistant Professor: Kena Fox-Dobbs (on leave Spring 2012)

Instructor: Kenneth Clark

Research Professor: Albert Eggers

## About the Department

The Geology Department at Puget Sound consists of five faculty members and roughly 25 majors. Our size enables us to offer a broad spectrum of classes while at the same time maintaining a close-knit and collegial learning environment. All of our courses include a field component and these range from day or weekend trips to semester-long projects that integrate field and laboratory analysis. We also believe strongly in the importance of training our students to use analytical instrumentation and are very well-equipped in this regard. By the time they graduate our majors are scientists, trained to collect and interpret their own data, think creatively, and answer real-world questions.

All members of the Geology faculty are actively engaged in research that involves our students. Our research interests span a broad range of topics including the environmental geochemistry of water and sediment from local water bodies, the glacial history of the Puget Sound area, paleomagnetic studies of variations in the earth's magnetic field and past plate motions, the igneous and structural history of the Olympic Peninsula, stable isotope studies of past and present food webs, and the magmatic and tectonic evolution of the Pacific Northwest. Many of our projects are based here in the Pacific Northwest, but we have also taken students to more distant research locations including Alaska, the American Southwest, Ascension Island, and Africa.

In both teaching and research we take advantage of outstanding facilities and equipment available in the department. Our resources include:

- A new (2008) Hitachi 3400 scanning electron microscope equipped with x-ray analysis and cathodoluminescence capabilities.
- A Perkin Elmer Optima 2000 ICP-ES (inductively coupled plasma emission spectrometer) for elemental analysis at the parts-per-million level.
- A Phillips x-ray diffractometer for mineral analysis.
- A completely equipped sample prep lab with facilities for cutting, crushing, and pulverizing rocks, making thin sections, and preparing mineral separates.
- Separate, fully equipped labs for paleomagnetism, sedimentology, and geochemistry.
- A wide array of field equipment including two boats, water, soil and sediment sampling gear, and GPS units.
- A broad range of geophysical instruments including a gravimeter, magnetometer, electrical resistivity meter, and hammer seismograph.
- Extensive collections of rocks, minerals, fossils and other teaching materials.

Students who major in geology learn to observe and interpret the natural world. They develop the skills to formulate hypotheses, collect and interpret data, synthesize results, and present findings at

professional conferences. All Geology majors complete a senior thesis. Upon graduation our students are ready to apply their knowledge and skills not only to academic topics, but also to important societal issues such as natural disaster planning, waste disposal, climate change, resource utilization, and water policy.

Our graduates have gone on to a wide range of careers, the most popular in recent years being graduate school, environmental consulting, and teaching. However, we have graduates in 32 states and 4 foreign countries and their occupations include not only geologic fields (e.g., mineral exploration, hydrology, academia) but also other sciences and related professions (e.g., medicine, environmental law).

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Major

Geology is the application of biology, chemistry, mathematics, and physics to the study of the earth. Students majoring in Geology 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. Ten Geology units to include:
  - a. One unit from GEOL 101, 104, or 110;
  - b. GEOL 200, 206, 302, 492, a departmentally-approved summer Geology field camp, normally taken between the junior and senior years, and GEOL 305 or 306 or 330 taken in the junior or senior year;
  - c. Three units from the following: GEOL 301, 303, 304, 305, 306, 310, 320, 330;
2. CHEM 110 and 111 or 230, MATH 180 and 181 (or 150 or 160), PHYS 111/112 or 121/122;
3. A grade of C or better must be received in all Geology Department courses.

The Geology Department does not accept courses more than 10 years old towards the major.

## Requirements for the Minor

The minor consists of at least 6 required courses and must include one unit from GEOL 101, or 104, or 110 (only one unit counts toward the minor) plus GEOL 200 and any four additional Geology courses.

The Geology Department does not accept courses more than 10 years old towards the minor.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34)*.

### Scholarly and Creative Inquiry

#### 111 Dinosaurs and the Worlds They Lived In

#### 113 Exploring the Solar System

#### 115 Geomorphology of Ancient Catastrophes

### Other courses offered by Geology Department faculty

#### ENVR 105, Environmental Science

Satisfies the Natural Scientific Approaches core requirement.

#### ENVR 322, Water Policy

Satisfies the Connections core requirement. See *Connections in the Core Curriculum section of this Bulletin for course description (page 43)*.

#### ENVR 325, Geological and Environmental Catastrophes

Satisfies the Connections core requirement. See *Connections in the Core Curriculum section of this Bulletin for course description (page 43)*.

**101 Physical Geology** Physical geology is a survey of the physical processes operating on and in the Earth and the results of these processes through time. Topics covered range in scale from the atomic to the galactic. The formation of the minerals and lavas, types of volcanoes, and the creation of sedimentary and metamorphic rocks make up the first third of the course; this introduces the materials of the Earth. The course next covers large-scale topics such as the age of the earth, earthquakes and their resultant damage, how continents and seafloors are created, a brief history of the world, and an outline of the great unifying theory of geology, plate tectonics. The last third of the course discusses how surface processes such as streams, wind, waves, and changes in the environment affect the deserts, glaciers, shorelines, and groundwater, and how these changes affect our way of life. Includes a laboratory. Credit will not be given for both GEOL 101 and 104. Satisfies the Natural Scientific Approaches core requirement. Offered each semester.

**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, the course looks at the relationship between these fundamental factors, the unequal distribution of natural resources, and the geography and history of human response to them. Includes laboratory. Credit will not be given for both GEOL 101 and 104. Satisfies the Natural Scientific Approaches core requirement. Offered occasionally; not offered 2011-2012.

**105 Oceanography** Earth is largely a “water planet”—the only planet we know of that has liquid water on its surface. Oceanography has developed from early mythological explanations of the seas to the present use of high technology to study their features and workings. The oceans played an integral role in the exploration of Earth and the spread of humankind across the planet, as well as being a continuing source of food and other resources. In the Puget Sound region, we feel the effects of the nearby ocean daily, from the weather we have to the food we eat. This course investigates the origins and nature of Earth’s oceans. It looks 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 are 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 is devoted to measurement of the properties of oceanic and crustal material, some of which are collected locally from Puget Sound. Other labs are used to familiarize students with maps, charts, and other information sources. Emphasis is placed on making inferences about Earth systems from data gleaned from students’ own measurements and other sources. One weekend field trip is required. Satisfies the Natural Scientific Approaches core requirement. Usually offered every year;



offered Spring 2012.

**110 Regional Field Geology** This course focuses on one of several geologic provinces in North America in the most direct manner possible—in the field. After an initial lecture orientation, the class explores the rocks, land forms, structures, and fossils firsthand. Students learn to make their own observations and interpretations along the way. Each student becomes an expert in the geology of a selected area and makes in-field presentations to the rest of the class, as well as compiling a field notebook of the features that the class examines. Trips include the Colorado Plateau, the Death Valley region, and the Pacific Northwest. *Prerequisite: Permission of instructor.* Satisfies the Natural Scientific Approaches core requirement. Course fee may be required. Offered occasionally; not offered 2011-2012.

**200 Introduction to Mineralogy and Petrology** This course introduces the methods used to identify minerals and rocks and provides an overview of the processes by which these building blocks of the Earth are formed. Topics covered include chemical and physical properties of minerals, mineral associations, and the classification, genesis, and interpretation of igneous, sedimentary, and metamorphic rocks. Labs emphasize the identification of samples in hand specimen and by X-ray diffraction. *Prerequisite or co-requisite: GEOL 101, or 104, or 110.* Offered every Spring semester.

**206 Introduction to Geophysics** This course investigates 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 time is spent obtaining and interpreting quantitative geophysical measurements of Earth properties. This includes collecting and analyzing seismic, gravity, and magnetic and paleomagnetic data, measuring the gravitational constant, and determining Earth's size and mass, the thickness of the crust, and the distance to earthquake epicenters. Emphasis is placed on geophysical methods used by scientists in the measurement of basic Earth properties. *Prerequisite: GEOL 101, 104, or 110 or permission of instructor.* Offered every other year; offered Fall 2011.

**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 are emphasized. A portion of the course is devoted to the main groups of microscopic fossils that occur as components of many sedimentary rocks. *Prerequisite: GEOL 200.* Offered every other year; offered Spring 2012.

**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. One weekend field trip is required. *Prerequisite: GEOL 200.* Offered every other year; not offered 2011-2012.

**303 Geomorphology** 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: GEOL 200.* Offered every other year; not offered 2011-2012.

**304 Igneous Petrology and Volcanology** This course covers igneous rocks and the processes by which they form. Specific topics include magma formation and evolution, characteristics of igneous rocks in different tectonic settings, and the causes, styles and impacts of volcanic eruptions. Students learn and utilize a variety of field and lab techniques including ICP analysis and thin section microscopy. *Prerequisite: GEOL 101, 200.* Offered every other year; not offered 2011-2012.

**305 Earth History** The principles, methods, and materials of stratigraphy and geochronology used to interpret the physical history of the Earth. Emphasizes the interpretation and correlation of suites of rocks and the tectonic settings that controlled their formation. *Prerequisite: GEOL 101, or 104, or 110.* Offered every other year; offered Spring 2012.

**306 The Fossil Record** This course investigates how life on earth has changed through time as recorded in the fossil record. It includes a survey of major invertebrate and vertebrate fossil groups, with emphasis on paleoecological pattern and process, and reconstruction of paleoenvironments. *Prerequisite: Any one of the following: GEOL 101, 104, 110; BIOL 101, 112.* Offered every other year; offered Fall 2011.

**310 Water Resources** This course examines the physical, chemical, and geologic processes that determine the distribution, movement, and nature of freshwater resources (rivers, lakes, wetlands, and groundwater). The course pays particular attention to issues of water supply and quality in North America. Lab and field exercises introduce the fundamentals of measuring and modeling river and groundwater flow; field trips to several dams and reservoirs in Washington illustrate some of the ways that surface water resources are utilized. *Prerequisite: GEOL 101, or 104, or 110, or permission of instructor.* Lab required. Offered every other year; not offered 2011-2012.

**320 Environmental Geochemistry** This course provides an introduction to the ways in which chemical principles are used to study geological and environmental processes. The emphasis is on low-temperature processes that influence the chemistry of water, sediment, and soil. Specific topics include aqueous solutions, thermodynamics, mineral-water equilibria, oxidation-reduction reactions, adsorption-desorption processes, and applications of radiogenic and stable isotopes. The laboratory component of the course is field-based and involves sampling and analysis of water and sediment from around Tacoma. *Prerequisite: GEOL 101, or 104, or 110, and CHEM 110, or permission of the instructor.* Offered every other year; offered Fall 2011.

**330 Regional Field Geology** See description for GEOL 110. *Prerequisite: Permission of instructor and GEOL 101 or 104 and GEOL 200.* Course fee may be required. Offered occasionally; not offered 2011-2012.

**340 Climate Change** This course examines the wide variety of geologic, physical, chemical, and biologic evidence for the nature, duration, timing, and causes of climate change throughout the long history of our planet. In general, the course proceeds chronologically through geologic time. As the course approaches the modern world, students examine the paleoclimate record in progressively greater detail, and consider increasingly complex explanations for the patterns seen. Because of the great breadth (interdisciplinary range) and great depth (wide range of time periods) of the topics considered, students use a wide range of sources, including semi-popular articles, textbooks, and primary literature. The lab focuses on examining a variety of primary sources of paleoclimatic information and techniques of data analysis, such as tree rings, pollen, and stable isotopes. Cross listed as ENVR 340. *Prerequisite: completion of Natural Scientific Approaches core.* Offered every other year; not offered 2011-2012.

**390 Directed Research** This course provides a laboratory or field research experience for juniors or seniors under the direction of a faculty mentor. Students may initiate a project or join a research project in the mentor's lab. Students must complete an agreement listing the research activity to be completed, references, and a progress plan. The research will result in a written report and a presentation. *Prerequisite: permission of instructor.* Offered occasionally.

**490 Seminar** 0.25 credit In this course students explore current topics in the geosciences through reading and discussion of classic and recent journal articles. Topics vary from year to year but are primarily based on current or proposed research topics of faculty and students in the department. Design of research projects and presentation of findings are also discussed. *Prerequisite: GEOL 101 or 104, 200, and one upper division Geology course.* Offered each Fall semester. May be repeated.

**492 Senior Thesis** Research and preparation of a senior thesis under the supervision of a faculty member. Public presentation of research results is required.

**495/496 Independent Study Project** Credit variable up to one unit.

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## GERMAN STUDIES

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Students interested in a major or minor in German should consult the Foreign Languages and Literature Department section in this *Bulletin* (page 168).

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## GLOBAL DEVELOPMENT STUDIES

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Advisory Committee: Monica DeHart, *Comparative Sociology* (on leave Fall 2011); Nick Kontogeorgopoulos, *International Political Economy*; Matt Warning, *Economics*

### About the Program

The Global Development Studies Program represents an interdisciplinary array of courses that share a focus on the problematics and transformations associated with development. Since development entails political, economic, social, and cultural transformations at the individual, local, national and global levels, the program consists of courses that address multiple thematic and regional dimensions of development processes. The program offers a curricular concentration on global development as a designation on the transcript upon graduation for students who choose this concentration. The designation *Interdisciplinary Emphasis in Global Development Studies* reflects the program's interdisciplinary content and orientation. The designation is not a major or minor, but functions as an enhancement of, or a complement to, any major of a student's choice.

Courses in the program allow students to explore the empirical, philosophical, and policy dimensions of development. Faculty members with development expertise are in many different departments, and the Global Development Studies Program brings together courses from multiple departments and programs for interdisciplinary engagement. By working with diverse disciplinary lenses, textual forms, and theoretical models, students hone their ability to analyze the source, nature and effects of the global inequalities and transformations associated with development.

### University Requirements

Though courses that reflect a focus on development are represented in the First-Year Seminars (see list below), they do not count towards the designation in Global Development Studies. Students interested in development processes are nevertheless encouraged to consider these courses.

Several courses in the program are options in the core curriculum and may be counted towards both the emphasis and the core requirement.

Most courses offered in the program require no related prior study; however, students who take any of the few upper division courses with prerequisites must satisfy the associated requirements.

### Designation Requirements

To qualify for the designation Interdisciplinary Emphasis in Global Development Studies, a student must meet the requirements specified below. While students self-select their participation in the program through declaration of the emphasis on Cascade, they are strongly encouraged to meet with one of the advisory committee members to coordinate their planned curricular trajectory.

#### Interdisciplinary Emphasis in Global Development Studies

1. The emphasis requires a total of six courses (6 units) from the required and elective course options;
2. Two of the three "core" courses:
  - a. CSOC 316 Social and Cultural Change,
  - b. ECON 268 Economic Analysis of Underdevelopment and/or
  - c. IPE 311 Political Economy of "Third World" Development.
3. Four units of electives from the program curriculum listed below. Two units must come from the "Topical" group and two must come from the "Regional" group. Three units must be at the 200 level or higher.
4. Students who take all three of CSOC 316, ECON 268 and IPE 311 will receive elective credit (Topical) for the third course.

#### Notes

1. Grades of C or better in all program courses (no pass/fail) are required.
2. First-Year Seminars do not count towards the designation in Global Development Studies. Students interested in development processes are nevertheless encouraged to consider these courses.
3. Several courses in the program are options in the core curriculum and may be counted towards both the emphasis and the core requirement.

Substitution of requirements may be possible, as arranged with and approved by a member of the Global Development Studies advisory committee. For example, students may petition for the inclusion of courses not already listed as approved electives, including courses taken during study abroad. Approval of these petitions will be determined according to the extent the courses address political, social, economic or cultural changes associated with development processes. Courses applicable to the designation in Global Development Studies may be taken at any time in a student's academic trajectory.

### Course Offerings: Topical Electives

BUS 493, Business at the Bottom of the Pyramid  
 COMM 460, Technology, Organization, and Globalization  
 CSOC 230, Indigenous Peoples: Alternative Political Economies  
 CSOC 316, Social and Cultural Change  
 CSOC 318, Women and Global Inequality  
 CSOC 323/IPE 323, Tourism and the Global Order  
 CSOC 335, Third World Perspectives  
 CSOC 350, Border Crossings: Transnational Migration and Diaspora Studies  
 CSOC 401 Political Ecology  
 ECON 371, International Economics  
 IPE 321, The Business of Alleviating Poverty  
 IPE 331, The International Political Economy of Food and Hunger

IPE 382, The Illicit Global Economy  
IPE 389, Global Struggles over Intellectual Property

### Course Offerings: Regional Electives

BUS 371, International Business in Asia  
BUS 372, Business in Latin America  
CSOC 315, Identity Politics in Latin America  
CSOC 416, Modern India and Diaspora  
ENGL 484, Indian Fiction  
IPE 380, Gods, Guns, and Oil in the Middle East  
HIST 246, History of China: 1600 to Present  
HIST 280, Colonial Latin America  
HIST 281, Modern Latin America  
HIST 380, Modern Mexico  
HIST 382, Comparative Revolutions in Twentieth-Century Latin America  
HIST 385, Cities, Workers, and Social Movements in Latin America, 1880-1990  
IPE 333, International Political Economy of Southeast Asia  
LAS 100, Introduction to Latin American Studies  
LAS 380, Around Macondo in 80 Days  
SPAN 410, Spanish-American Literature of the Colony and Independence

**First-Year Seminars** (*No credit towards Interdisciplinary Emphasis in Global Development Studies*)

#### Scholarly and Creative Inquiry

CSOC 118, Social Organization and Change in the Developing World  
CSOC 125, Culture Wars: A Global Context  
ECON 104, Peasants, Commodity Markets and Starbucks: The Economics of Coffee  
IPE 180, War and Peace in the Middle East

#### Writing and Rhetoric

ENGL 135, Travel and the Other

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## HISPANIC STUDIES

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Students interested in a major or minor in Spanish should consult the Foreign Languages and Literature Department section in this *Bulletin* (page 168).

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## HISTORY

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Professor: William Barry; William Breitenbach; Nancy Bristow (on leave Fall 2011); John Lear, *Chair* (on leave Fall 2011); Douglas Sackman; David Smith (*Acting Chair*, Fall 2011)

Associate Professor: Jennifer Neighbors; Katherine Smith (on leave 2011-2012)

Assistant Professor: Benjamin Tromly

Visiting Assistant Professor: Tom Devaney

### About the Department

Convinced that the study of history is an essential component of a superior education in the liberal

arts and sciences, the Department of History offers a strong academic program in a number of areas within the discipline of history. Students who study history develop and sharpen their minds as they learn to think, to evaluate, to communicate, and ultimately to judge. They gain a fundamental understanding of the world in which they live and of the diverse forces that have shaped both past and present. Their work in history helps them to know themselves and to appreciate societies that are different from their own, and they discover how to place contemporary issues and problems within a broad historical perspective.

All students, no matter what their major, benefit from the study of history. Students of the humanities learn to appreciate the development of literature, art, music, and philosophy. Social science majors better understand social change by examining the history of past societies. Students who major in the sciences gain insight into the complex interaction between the social and cultural environment and the evolution of scientific thought. All students acquire perspective on the social, political, and economic relationships that shape the world in which they live and work.

History majors who fulfill the department's academic requirements and experience the variety of departmental instructional methods acquire 1) substantial and substantive knowledge of the past, 2) conceptual understanding of history as a scholarly discipline, 3) professional skills necessary for independent historical research, and 4) a sense of historical perspective. They have an opportunity to study with excellent faculty, who provide them with rigorous instruction in both broad subject areas and specialized fields. The sound training that students receive as undergraduate history majors prepares them well for graduate study in history and other professional programs, or for rewarding careers in business, education, socially oriented vocations, and government service. Indeed, the methods of learning and the ways of thinking that they develop as history students will prove applicable to the demands of any career that they pursue in later life.

While courses in the Department of History, as a rule, have no prerequisites, they are numbered at three levels that indicate increasing degrees of sophistication, difficulty of material, and workload. Most students with no college work in history first take a 100 or a 200 level course; students with particular interests, however, including juniors and seniors from other departments, are encouraged to take courses at the 300 level at any time, after consulting with members of the Department of History or the instructor. Students considering graduate study in history should seek guidance from a member of the department with expertise in their area of interest; such consultation could occur as early as the freshman or sophomore year.

### General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

### Requirements for the Major

A major in History consists of 10 units:

1. Completion of a minimum of 10 units to include
  - a. two survey courses from the following: HIST 101, 102, 152, 153, 230, 231, 245, 246, 247, 248, 254, 280, 281; CLSC 203, 211, 212;
  - b. HIST 200;
  - c. six additional units, at least four of the six at the 300 and 400 levels;
  - d. HIST 400.

2. First-year seminars offered by the History Department do not count toward either the History major or minor.
3. The following courses from Classics, up to a limit of two units, may count toward the major in History: CLSC 203, 211, 212, 305, 308, 309, 390.
4. The following Connections courses may count toward the major in History: AFAM 355; ASIA 341; CONN 304, 332; HUM 310; LAS 387; STS 330, 370. If used to fulfill a requirement for the major in History, a Connections course will not count as satisfying the graduation requirement of three upper-division courses outside the major.
5. Excluding HIST 200 and HIST 400, the major must include:
  - a. at least one unit each in three of the following four areas: Asian history, European history, Latin American history, and United States history;
  - b. at least one unit in the history of a preindustrial period chosen from the following: HIST 101, 230, 245, 247, 280, 302, 303, 304, 305, 307, 311, 351, 352; CONN 332; CLSC 203, 211, 212, 305, 308, 309, 390.
6. At least five units of the ten required for the major must be completed in residence at the Tacoma campus.
7. Only courses in which a student has received a grade of C- or better may count toward the major.
8. Any deviation from these requirements must be approved in writing by the Department of History faculty.
9. The Department of History reserves the right to exclude a course more than 10 years old from completing a major requirement.

#### Notes

1. Classics courses in ancient history will be considered part of the European area of emphasis.
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.

### Requirements for the Minor

1. Completion of a minimum of six units to include:
  - a. One unit from HIST 101, 152, 230, 245, 247, or 280;
  - b. Five additional units in the Department of History, or listed below, three of which must be taken at the 300 level.
2. Students minoring in History must select courses from at least two of the following four areas of emphasis: Asian history, European history, Latin American history, or United States history.
3. The following courses can count toward a minor in History: AFAM 355; ASIA 341; CONN 304, 332, ; HUM 310; LAS 387.
4. At least three units of the six units must be completed in residence at the Tacoma campus.
5. Only courses in which a student has received a grade of C- or better can count toward the minor.
6. Any deviation from these requirements must be approved in writing by the Department of History faculty.
7. The History Department reserves the right to exclude a course more than 10 years old from completing a minor requirement.

#### Notes

1. No Classics courses can be counted toward the History minor. Students interested in ancient history are advised to minor in Classics.
2. The Department advises students interested in pursuing a career in teaching to take History 200 as one of their six units.

### Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

#### Writing and Rhetoric

##### 115 The Crusades

#### Scholarly and Creative Inquiry

##### 122 Ecotopia?: Landscape and Identity in the Pacific Northwest

##### 123 The Second World War in Europe

##### 124 The Russian Revolution

##### 129 Mao’s China: A Country in Revolution

##### 131 “Let Nobody Turn Us Around”: History and Culture of the Civil Rights Era

##### 137 The Black Death: Medieval and Modern Perspectives

**Other courses offered by History Department faculty** See *Connections in the Core Curriculum section of this Bulletin for Connections course descriptions (page 43).*

##### AFAM 355, African American Women in American History

Satisfies the Connections core requirement.

##### ASIA 341, Asia Pop! An Exploration of Popular Culture in 20th and 21st Century East Asia

Satisfies the Connections core requirement

##### CONN 304, The Invention of Britishness: History and Literature

Satisfies the Connections core requirement.

##### CONN 332, Witchcraft in Colonial New England

Satisfies the Connections core requirement.

##### HON 150, History and the Construction of the Other

Satisfies the Seminar in Scholarly and Creative inquiry core requirement.

##### HUM 119, Eleanor of Aquitaine

Satisfies the Seminar in Scholarly and Creative inquiry core requirement

##### HUM 122, Utopia/ Dystopia

Satisfies the Seminar in Scholarly and Creative inquiry core requirement.

##### HUM 206, The Classics of Russian Literature

Satisfies the Humanistic Approaches core requirement.

##### HUM 309, Nationalism: British and German Nationalism in the Age of Industrialization and Empire, 1700-1919

Satisfies the Connections core requirement.

##### HUM 310, Imperialism and Culture: The British Experience

Satisfies the Connections core requirement.

##### LAS 100, Introduction to Latin American Studies

Satisfies the Humanistic Approaches core requirement.

##### LAS 111, Salsa, Samba, and Soccer: Popular Culture in Latin America

Satisfies the Seminar in Scholarly and Creative inquiry core requirement.

##### LAS 387, Art and Revolution in Latin America

Satisfies the Connections core requirement.

**STS 322, War, Technology, and Society in the Modern World.****STS 345, Physics in the Modern World: Copenhagen to Manhattan**

Satisfies the Connections core requirement.

**101 Roots of the Western Experience** This course serves as an introduction to the Western historical traditions that trace their roots back to the earliest human settlements in the Near East approximately six thousand years ago. The course takes a chronological and thematic approach to the history of Europe and its neighbors from the ancient world through the medieval and early modern periods, ending in the seventeenth century. The course focuses on identifying key social, political, economic, and religious attributes of each culture encountered in order to make meaningful comparisons between various time periods and civilizations. To this end, the class considers a number of set themes throughout the semester, including changing models of political organization and rulership, conceptions of individual rights and responsibilities, attitudes towards women and “outsiders,” and conceptions of deities and divine power. Satisfies the Humanistic Approaches core requirement.

**102 Western Civilization: 1650–1990** This course traces the development of the social, political, and intellectual forces that shaped modern Europe from the Ancient Regime to the present. Emphasis is placed on the Enlightenment, the Industrial Revolution, the rise of nationalism, the impact of war on society, and the emergence of the ideologies of communism and fascism. The final part of the course focuses on developments in Western and Eastern Europe since 1945. Satisfies the Humanistic Approaches core requirement. Offered frequently; offered Fall 2011.

**152 American Experiences I: Origins to 1877** This course explores the experiences and values of America’s diverse peoples. Students in it not only expand their knowledge of events of American history but also deepen their understanding of the meaning of those events in people’s lives. Students learn how the social categories of race, gender, and class affected individual Americans’ identities and opportunities; how America’s natural environment shaped and was shaped by Americans’ human culture; and how Americans’ ideas and ideals both influenced and reflected their economic, political, and social institutions. To investigate these themes, students read writings by modern historians and analyze a wide variety of historical sources from the past. American Experiences I focuses on the period from European colonization through the end of Reconstruction. Satisfies the Humanistic Approaches core requirement.

**153 American Experiences II: 1877–Present** This course explores the experiences and values of America’s diverse peoples. Students in it not only expand their knowledge of the events of American history but also deepen their understanding of the meaning of those events in people’s lives. Students learn how the social categories of race, gender, and class affected individual Americans’ identities and opportunities; how Americans’ ideas and ideals both influenced and reflected their economic, political, and social institutions; and how Americans defined and re-defined national identity in the context of the nation’s changing role in the world. To investigate these themes, students read writings by modern historians and analyze a wide variety of historical sources from the past. American Experiences II focuses on the period from the end of Reconstruction to the Present. Satisfies the Humanistic Approaches core requirement.

**200 Doing History: An Introduction** This course is designed to introduce prospective majors to the discipline and Department of History. In it, students learn what history is and how historians think and work. The course teaches students to do the two things that historians do: develop interpretations from primary sources and critically evaluate the interpretations advanced by other his-

torians. Emphasis is placed on the methods and skills of reading, analyzing, discussing, and writing history. Reading assignments expose students to a variety of current approaches to history. Writing assignments give students practice in the types of historical writing that are 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 is declared. At least one prior course in History is desirable but not required. Students minoring in History or majoring in other disciplines are also welcome.

**224 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 totalitarianism; Russian and Soviet foreign policy; the collapse of communism and the Soviet empire; post-communist Russian society and politics. Offered every other year; offered Spring 2012.

**230 The Roots of English Society and Politics** This course takes a chronological approach to the history of England from the Roman period to the death of Elizabeth I, paying particular attention to political and social developments as well as the contributions of different peoples and their traditions to the making of England through the sixteenth century. Topics to be covered include Anglo-Saxon kingdoms and culture, the Norman Conquest and its contested legacy, the culture of the Anglo-Norman aristocracy, attempts to impose English rule and law on Ireland, Scotland, and Wales, the economic, social, and dynastic upheavals of the late medieval period, and new understandings of statecraft and religious authority under the Tudor monarchs. Offered occasionally; not offered 2011-2012.

**231 Britain and Britishness: The Development of National Identity** The course asks, “What does it mean to be British?” This query is examined by the definition and redefinition of British national identity between 1860 and 2000. The lectures and readings are designed to introduce British political, social, and cultural history between the mid Victorian period and the end of the 20th century. The course devotes special attention to the emergence of a specifically modern idea of the nation, a process that included defining “who belonged” to the British nation-state, who did not, and why. Inevitably, therefore, this course concentrates on the theory and practice of exclusion--demonstrating how, for example, the poor, the female, and the non-white were acceptable as Imperial subjects but not as voting citizens. The course also examines how British imperialism and the monarchy helped to both strengthen and weaken the loyalty to the United Kingdom. Particular attention will be given to the place of Wales, Scotland and Ireland in the construction of British identity in the past 150 years. Offered frequently; offered Fall 2011.

**245 Chinese Civilizations** This course examines major themes in Chinese history from early times to the Song, Yuan and Ming dynasties of the late imperial period. Topics to be covered include major political philosophies, the development of the imperial state, and encounters with foreign cultures. Satisfies the Humanistic Approaches core requirement.

**246 History of China: 1600 to the Present** This course examines major trends in Chinese history between 1600 and the early 1990s. Beginning with the fall of the Ming dynasty and the founding of the Qing dynasty, the first half of the course explores the political, economic, social, and cultural trends of the last imperial dynasty. The second half of the course examines 20<sup>th</sup>-century China, from the turbulent years of the Republican period to the events of Tiananmen Square and beyond. Satisfies the Humanistic Approaches core requirement. Offered every other year; not offered 2011-2012.

**247 Forging of the Japanese Tradition** This course examines the formative era of traditional Japanese civilization, from the development of the early Japanese state to the establishment of the Tokugawa shogunate in the early 17<sup>th</sup> Century. Topics to be covered include early Japanese religious

traditions, aristocratic court life of the Heian period, and the literary and cultural complexity of the sometimes war-torn medieval era. Satisfies the Humanistic Approaches core requirement. Offered occasionally; not offered 2011-2012.

**248 History of Japan: 1600 to Present** Students examine Japanese history from the founding of the Tokugawa shogunate to the present. Topics include the development of the modern Japanese state, imperialism and war, and economic development. Satisfies the Humanistic Approaches core requirement. Offered every other year; offered Spring 2012.

**254 African American Voices - A Survey of African American History** This course explores the historical experiences of African Americans in the United States from the colonial period to the present. The class studies the diversity of experiences that have constituted African American life, exploring the lives of individual African Americans, while also looking at the development and evolution of African American communities, and the interactions of African Americans with other Americans. Because racism has played such a significant role in shaping African American lives, students also explore the construction of the concept of “race,” the interrelationship of the political, cultural, social, and intellectual forces that have given meaning to that concept, and the ways African Americans have responded to it across time. The course texts include not only the writings of contemporary historians, but also the historical writings, speeches, and artistic productions of African Americans, with particular emphasis on autobiographies. Satisfies the Humanistic Approaches core requirement. Offered frequently; not offered 2011-2012.

**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 Europeans came to call the New World. The central focus is on the encounter of indigenous and Iberian cultures and the process of conquest, resistance and mutual transformation that ensued over the next three centuries. Attention is also 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 Humanistic Approaches core requirement. Offered every other year; not offered 2011-2012.

**281 Modern Latin America** Beginning with the transition from colonies to independent nations and ending with the political transitions and implementation of neo-liberal policies in the 1990s, 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 the formation of identities of class, gender, race, and ethnicity. Satisfies the Humanistic Approaches core requirement. Offered frequently; offered Spring 2012.

**302 Birth of Europe** This course introduces students to a period of history that was, until recently, commonly referred to as the “Dark Ages.” It uses historical, literary, and archaeological evidence from a variety of early medieval cultures to shed light on what was actually a time of exciting changes, a period which saw the transformation of the Mediterranean-centered Roman world and the rise of vibrant new cultures throughout Europe and the East. Topics include the “barbarization” of the Roman world, the Carolingian Renaissance, the role of women in various early medieval societies, the rise of Islamic civilizations in the East and Iberia, and the political, economic, and spiritual reordering of the medieval world during the tenth and early eleventh centuries. In the course of its explorations the class encounters martyrs and missionaries, pagan chieftains and Muslim pirates, Carolingian princesses and Viking raiders, and follows the development of early medieval culture up

to the eve of the High Middle Ages. Offered every other year; offered Fall 2011.

**303 The High and Later Middle Ages** During the centuries between the first millennium and the beginning of the early modern period, European culture was repeatedly transformed as the framework was laid for modern conceptions of the state, law, family, and individual. This course explores the world of later medieval Europe through a focus on particular themes, including the relationship between secular and ecclesiastical power, ideal models of Christian society, gender roles within lay society and the medieval Church, and conceptions of sin and sanctity. Offered every other year; offered Spring 2012.

**304 Renaissance Europe** This course examines the great cultural revolution known as the Renaissance from a number of perspectives, considering new developments in the arts, political theory, historical awareness, concepts of the self, science, and technology as interrelated phenomena. The primary focus is on the towns of Northern Italy that served as the cradle of the Renaissance, but consideration is also given to the spread of Renaissance ideals and innovations into Northern Europe and the Americas in the course of the fifteenth and sixteenth centuries. Offered every other year; not offered 2011-2012.

**305 Women and Gender in Pre-Modern Europe** Although men largely dominated the public sphere in pre-modern Europe, women left their mark on this world in a number of ways, as rulers and warriors, saints and visionaries, writers and artists. After a brief comparison of women’s and men’s roles in the Greco-Roman, Judeo-Christian, and Germanic traditions, the course traces the evolution of conceptions of gender through the sixteenth century, with an emphasis on medieval and early modern Europe. The course also considers how factors such as social class, religion, age, and marital status interacted with gender to determine the experience of pre-modern women and men. Counts as a Gender Studies elective. Offered every other year; not offered 2011-2012.

**307 The Crusades** The military campaigns that comprised the Crusades lasted only two centuries, but their impact was far more lasting, and the post-medieval legacy of the Crusades continues to be a matter of debate. This course focuses on the European military expeditions to the Levant between the eleventh and thirteenth centuries, attempting to understand these events and their consequences from a number of perspectives. Because a main goal of the class is to reconstruct the worlds of the crusaders (the world they came from, as well as the world they made in the Levant), students also gain some familiarity with premodern European society, the history of the Holy Land, medieval Christianity and Islam, theories of holy war in each faith tradition, and the history of interfaith relations. Students cannot receive credit for both HIST 115 and HIST 307. Offered every other year; not offered 2011-2012.

**310 Europe in the Twentieth Century: 1914-1991** This course examines 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 is assessed. Attention is given to the national history of the major powers in Eastern and Western Europe. Offered occasionally; not offered 2011-2012.

**311 Age of Reformation** Modern people tend to think of the Reformation in strictly religious terms, as the movement that divided the medieval church into Catholic and Protestant camps. The scope of what are more properly termed Europe’s Reformations was, in fact, much broader: Luther’s initial attack on the Catholic Church in 1517 touched off a series of revolutions that divided states, rulers, and neighbors against one another and ultimately altered the balance of power across Europe. The teachings of both Protestant and Catholic reformers transformed civic life, introduced new models

of citizenship and government, and forever changed the family lives of early modern Europeans. This course focuses on Northern Europe during the sixteenth and seventeenth centuries, paying special attention to the course of the Reformation in the German states, Swiss cantons, the Netherlands, France, and England. Offered every other year; not offered 2011-2012.

**317 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. Offered occasionally; not offered 2011-2012.

**322 The Cold War in Europe** This course examines the experience of the Cold War in Europe when Europe was divided between opposing Soviet and American spheres of influence. Students examine the origins of a polarized Europe and the crises on both sides of the Iron Curtain that threatened to unravel it. While the course has a transnational approach, the main focus is on the experiences of Germany, France, and East-Central Europe (Czechoslovakia, Poland, and Hungary). Seminar discussions of primary and secondary texts allow students to evaluate recent interpretations of the Cold War in Europe. The course culminates with the researching and writing of a substantial research paper on a topic of the student's choosing. Offered every other year; offered Fall 2011.

**325 Totalitarian Dictatorships in Twentieth Century Europe** This course examines dictatorial regimes that had an enormous destructive impact on Europe and the world in the twentieth century: Stalin's USSR, Hitler's Germany, and Mussolini's Italy. Using the comparative method, it addresses central issues in the histories of the three states that scholars have often grouped together under the concept of totalitarianism: the rise to power of political movements; the harnessing of the vast powers of the modern state for ideological projects such as racial empire and communist utopianism; explaining collaboration, conformity and resistance with secret police agencies; and the impact of dictatorships on culture, gender, and everyday life. Readings include scholarly works and primary source materials such as diaries, letters of denunciation, and fictional works. Offered every other year; not offered 2011-2012.

**332 Britain in the Nineteenth Century: Industry and Empire** The political, social, economic, and intellectual forces that worked to shape Britain in the nineteenth century. Offered occasionally; not offered 2011-2012.

**344 Resistance, Rebellion, and Revolution in China, 1800 to the Present** Twentieth-century China bore witness to a political revolution, a social revolution and a "cultural" revolution. This course explores the causes and characteristics of those revolutions, as well as the varying patterns of protest, revolt, and rebellion that have taken place in China since 1800. Topics covered include peasant revolts, the role of religion in rebellion and resistance to state authority, and forms of resistance and protest in contemporary China during the age of the internet. Offered every other year; offered Spring 2012.

**349 Women of East Asia** This course examines women's history and gender relations in both traditional and modern East Asia. Themes explored include the constantly evolving roles of women in the family and as workers, artists, writers, and revolutionaries. Offered Fall 2011.

**350 American Transcendentalism** The subject of the course is the New England Transcendentalists and their critics. Assigned readings 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 is 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; offered Spring 2012.

**351 Early American Biography and Autobiography** This course uses biographies and autobiographies, diaries, journals, and other personal narratives and life histories to study the diversity of cultures and experiences in seventeenth- and eighteenth-century America. The emphasis is on Native Americans, European Americans, and African Americans in the British North American colonies before the Revolution, though a few readings are drawn from the post-Revolutionary period or from the Spanish, French, and Dutch colonies in America. Some of the subjects are famous individuals (e.g., William Bradford, Mary Rowlandson, Olaudah Equiano, and Benjamin Franklin); others are less familiar women and men whose lives reveal a variety of social circumstances and conditions. Offered every third year; not offered 2011-2012.

**352 The American Revolution, 1763-1789** This course emphasizes 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 consequences of the Revolution for women, African Americans, and Native Americans; the implications of the daring experiment in establishing republican government; and the legacy of the Revolution for subsequent American history. The aim of the course is to answer this question: How revolutionary was the American Revolution? Offered every other year; offered Spring 2012.

**353 Abraham Lincoln and the Civil War Era** This course focuses on the life of Abraham Lincoln as a way to study the Civil War era in the United States. Readings are drawn from the speeches and writings of Lincoln and from the best recent biographies and scholarly studies of Lincoln. Offered every other year; not offered 2011-2012.

**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 concentrates on a study of reform movements, their goals, and their impact in the period from the 1890s to the 1930s. Readings address a combination of economic, political, social, and intellectual concerns and include both primary and secondary sources. Offered every third year; not offered 2011-2012.

**357 From Millwrights to Microchips: Business and Technology in American History** This cross-disciplinary course examines the progression of American business and technology from the colonial period through the post-Cold War era. Set in the broad context of three industrial revolutions, the course investigates the interrelationship of major technological advances and business enterprise development. Incessant change and innovation have been defining characteristics of the American capitalist system, and this course explores the continuous sweeping out of old products, old processes, and old organizational forms by new ones. Core topics include the development of the business firm, the advancement of production, communication, and transportation technologies, the evolution of business-government relations, and the interconnections of business, technology, society, and culture. Offered occasionally; not offered 2011-2012.

**359 The United States in the 1960s** This course explores the history of the United States during the

1960s, investigating topics and themes in social, political, and cultural history. The class emphasizes 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, consumer activism, and the gay liberation movement. Other topics considered include the New Frontier, the Great Society, the Vietnam War, the counterculture, and the conservative resurgence. Offered every third year; not offered 2011-2012.

**360 Frontiers of Native America** This course explores the political and cultural frontiers between Indian peoples and Euro-Americans from contact to the present. Students use documents, autobiography, ethnohistory, ethnography, film, and literature to examine Indian-white relations from a variety of viewpoints. The approach moves beyond a simple narrative of what happened to Indians to a more complex consideration of how Indians have made their own history and how that history has been presented and contested. Offered every other year; offered Fall 2011.

**361 The United States and the War in Vietnam** This course investigates American involvement in Southeast Asia, particularly Vietnam. The course focuses on the years of the Second Indochina War (1954-1975), with particular attention to the meaning and experience of American involvement for Americans. At the same time, the course places these core subjects in the context of a larger history, including the history of Southeast Asia before and after U.S. involvement, and the legacies of the war for the United States and its citizens. Some of the issues the course explores include: Why did the United States first get involved in Vietnam? What led to the expansion of American involvement? Who were the nation's allies? Enemies? What motivated them in their struggles? What motivated Americans who supported the war? What motivated those who opposed it? What were the experiences of the men and women who served in Vietnam? What is PTSD and why has it been such a serious problem for some veterans of this war? Why did the United States withdraw from the war? What were the broader geo-political consequences of American involvement? Withdrawal? How does the war affect the United States today? The course also explores closely the role of values in shaping this war, as well as the clashes between values that were both causes and consequences of the war. Offered every third year; offered Spring 2012.

**364 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 examine this reciprocal relationship between ecology and society. Offered every other year; offered Spring 2012.

**368 The Course of American Empire: The United States in the West and the Pacific, 1776-1919** This course explores the politics and culture of United States imperialism from the nation's founding until the first decades of the 20<sup>th</sup> century. Focusing on westward expansion and the projection of U.S. power into Asia and the Pacific, the course considers how the ideas and policies supporting expansion and military conquest were developed, expressed, manifested, and contested. It examines how various peoples have confronted U.S. colonialism, including Indians, Mexicans, Chinese, Hawaiians and Filipinos. It also examines the economic underpinnings of expansion, its environmental impact, and the racial ideas that paradoxically were used both to justify and to criticize imperialism. Offered every other year; not offered 2011-2012.

**369 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 other year; offered Fall 2011.

**371 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 is biographical, and the aim is to relate ideas to the social, political, and personal situations of the thinkers. Special attention is given to the ways that these intellectuals dealt with the tension between individualism and social responsibility. Thinkers studied include Winthrop, Edwards, Franklin, Jefferson, Madison, Leggett, Calhoun, C. Beecher, S. Grimké, Douglass, Fuller, Emerson, Thoreau, Noyes, Fitzhugh, and Melville. Satisfies the Humanistic Approaches core requirement. Offered every third year; not offered 2011-2012.

**372 American Cultural History Since 1865** This course focuses on the rise of consumer culture and the way the media have influenced the formation of the American identity since 1865. The class explores the cultural significance of mass circulation magazines, advertising, photography, radio, film, television, and the Internet. Particular attention is paid to the cultural construction of race and gender. Several films are screened outside of regular class time. Offered every third year; not offered 2011-2012.

**379 Inventing America: A Social History of American Science and Technology** This course examines the social significance and varied meanings of science and technology in American history. Readings, lectures, and discussions will introduce students to a range of scientific ideas and technological innovations that contributed to the development of the United States from the pre-Revolutionary period through the late 20th century. The aim of the course is to examine how scientific ideas and practices supported and/or challenged the evolving social order, how various technologies contributed to the construction of an industrialized world power, and how different social groups did or did not participate in the production and consumption of scientific ideas and technological goods. Course materials draw on a wide array of primary and secondary sources, including a selection of films to be viewed outside of class time. Offered Fall 2011.

**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. Offered every third year; not offered 2011-2012.

**381 Film and History: Latin America** In 1915 filmmaker D.W. Griffith predicted that "moving pictures" would soon replace book writing as the principal way to communicate knowledge about the past. Both historical writing and movies have at various times made parallel promises to objectively convey past realities. But just as historians have questioned the objectivity of the written word, one might also ask "how real is reel?" This course explores the relationship between film and historical interpretation and understanding. It considers how films produced in the U.S. and Latin America interpret Latin American history, and how they can be used to understand Latin America's past.



Besides viewing and discussing around ten films throughout the semester, the class also reads a series of related historical texts, both as a point of interpretive comparison for the films, and as a point of reflection on the possibilities and limits of the academia-bound historian’s primary medium. Offered occasionally; not offered 2011-2012.

**382 Comparative Revolutions in Twentieth-Century Latin America** Revolutions, according to H.L. Mencken, are the “sex of politics.” They offer an opportunity to glimpse social and political life in their most revealing forms. The goal of most twentieth-century Latin American revolutions has been national development, defined economically, politically, and culturally. This course explores the revolutions of Mexico, Cuba, and Nicaragua in terms of their causes, the process of revolution, and the consequences of revolution for politics, society, and culture. It also considers the foreign policy of the United States toward revolutionaries and revolutionary governments. Sources include historical narrative, testimony, novels, and film. Offered occasionally; not offered 2011-2012.

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

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## HONORS

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Professor: Denise Despres, *Susan Resneck Pierce Professor of Humanities and Honors*; Mott Greene, *John B. Magee Professor of Science and Values*; Andy Rex, *Director*

Associate Professor: George Erving

Committee: William Barry, *Classics*; Denise Despres, *Susan Resneck Pierce Professor of Humanities and Honors*; George Erving, *English/Honors/Humanities*; Mott Greene, *Honors/Science, Technology and Society*; Leon Grunberg, *Comparative Sociology*; Kristin Johnson, *Science, Technology and Society*; Kriszta Kotsis, *Art*; Aislinn Melchior, *Classics*; Katherine Smith, *History*; Bryan Smith, *Math/Computer Science*

### About the Program

The Honors Program is an intensive four-year program in the university’s core curriculum 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. The student learning outcomes we hope to achieve are (1) breadth as well as depth in learning, and (2) the refinement of writing and intellectual skills. The foundation of the Honors curriculum is the three-year sequence for freshmen, sophomores, and juniors that aims to familiarize students with major written works and original thinkers of the Western intellectual tradition, from Greco-Roman classics to modern scientific revolutions, and 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, one of the principal outcomes for gauging the student’s success in achieving the learning goals of the Honors Program. 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.

1. The following courses must be taken by all Honors students: HON 101, 150, 211, and 401.
2. All Honors students must take three of the following four courses: HON 206, 212, 213, and 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 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. Please see “Frequency of Course Offerings” on Page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

#### *Writing and Rhetoric*

##### **101 New World Rhetoric**

#### *Scholarly and Creative Inquiry*

##### **150 History and the Construction of the Other**

**Connections course.** See *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 43).*

##### **401 Some Classics of Islamic, Indian, and East Asian Civilizations**

**206 The Arts of the Classical World and the Middle Ages** This course introduces selected monuments of the ancient Egyptian, Greek, and Roman artistic traditions as well as works of art of the Early Christian, Byzantine, and Islamic cultures. The course examines a wide range of material—architecture and monumental decoration, painting, sculpture, as well as works of minor arts—to understand the role art played in various societies of the ancient and medieval world. Works of art are examined with particular attention to their original function, context, and intended audience in order to explore how they expressed political, social, and religious meanings. The course introduces key terms and principal methods of art historical inquiry. *Prerequisite: admission to the Honors Program.* Satisfies the Fine Arts Approaches core requirement.

**211 Literary Odysseys: The Hero’s Journey Home** This course introduces five foundational literary works, organized around the theme of the returning hero, that have profoundly shaped Western cultural imaginations: Homer’s *Odyssey*, Virgil’s *Aeneid*, Dante’s *Inferno* and *Purgatorio*, and Joyce’s

Ulysses. Following the successes and failures of the heroes and villains in these works provides insight into the values that mattered most to the four distinct civilizations they represent (Archaic Greece, Ancient Rome, Medieval Italy, and modern Ireland), and their stories thus allow us to consider what has changed and what has been conserved over the nearly three millennia that separate them. The course raises “big” questions, including: what behavior is truly heroic? what constitutes “home”? what is the purpose of one’s life in relation to self, family, community, nation, the divine?  
*Prerequisite: admission to the Honors Program. Satisfies the Humanistic Approaches core requirement.*

**212 Origins of the Modern World View** 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 seventeenth century and the work of Kepler, Galileo, and Newton. Another major portion concerns the development of twentieth-century physics, concentrating on relativity and the quantum theory as developed by Einstein, Bohr, Heisenberg, and others. *Prerequisite: admission to the Honors Program. Satisfies the Natural Scientific Approaches core requirement.*

**213 Mathematical Reasoning: Foundations of Geometry** This course presents 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 learn the history and foundations of geometry by actually proving theorems based on Hilbert’s axioms for geometry. Emphasis is placed upon logic, the axiomatic method, and mathematical models. *Prerequisite: admission to the Honors Program. Credit for HON 213 will not be granted to students who have completed MATH 300. Satisfies the Mathematical Approaches core requirement.*

**214 Social Scientific Approaches to Knowing** This course has as its subject matter the individual’s relation to society and the relationships that arise among individuals, organizations, or institutions. This course aims to enable the student, as an individual, to understand his/her relation to the social world considered as a web of complex and dynamic interrelationships among cultural, economic, psychological, political, and social factors. To this end, the course examines and compares various systematic theories and methods used to analyze this social world, their embedded assumptions, their claim to scientific status and empirical verification, and their application to various contemporary problems. The course also examines the idea of a social science and the importance of simplifying or describing observations of the world in order to construct a model of individual or collective behavior. *Prerequisite: admission to the Honors Program. Satisfies the Social Scientific Approaches core requirement.*

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## HUMANITIES

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Teaching Collective: Kent Hooper, *Foreign Languages and Literature* (German)/Director of Humanities; Geoffrey Block, *Music*; William Breitenbach, *History*; Peggy Burge, *Library*; Denise Despres, *Honors/Humanities/English*; George Erving, *Honors/Humanities/English*; Zaixin Hong, *Art*; Priti Joshi, *English*; Brendan Lanctot, *Foreign Languages and Literature* (Spanish) (on leave Spring 2012); Paul Loeb, *Philosophy* (on leave 2011-2012); Susmita Mahato, *English* (on leave Spring 2012); Eric Orlin, *Classics*; Geoff Proehl, *Theatre Arts*; Elise Richman, *Art* (on leave Fall 2011); David Smith, *History*; Katherine Smith, *History* (on leave 2011-2012); Stuart Smithers, *Religion*; David Tinsley,

*Foreign Languages and Literature* (German); Harry Vélez-Quiñones, *Foreign Languages and Literature* (Spanish)(on leave Fall 2011); Wallace Weston, *Art*; Linda Williams, *Art*

### About the Program

The Humanities Program offers courses that draw upon the disciplines of history, literature, philosophy, religion, communication studies, art history, and music history to explore fundamental and enduring questions regarding the human condition. These courses are available to all students, regardless of major, and may be used to satisfy many of the university’s Core requirements: the Seminar in Scholarly and Creative Inquiry; the Seminar in Writing and Rhetoric; Fine Arts Approaches; Humanistic Approaches; and Connections.

The Program also offers an opportunity for seventeen first-year students to participate in a year-long residential seminar program. As a group, these students take Humanities 132 (The Scientific and Romantic Revolutions) together in the fall semester, a course that satisfies the university’s Seminar in Scholarly and Creative Inquiry Core requirement. In the spring semester, these students enroll in Humanities 200 (Homer to Hitchcock: The History of Ideas in the Arts), which will satisfy the Fine Arts Approaches core requirement. These students also extend their academic and residential experiences by taking part in related cocurricular activities and off-campus field trips.

The Humanities minor offers a course of study in the history of Western ideas as expressed through the literary, theatrical, musical, and visual arts. Courses in the minor are distinguished by frequently being team taught, by requiring an experiential and/or co-curricular component, by making use of digital resources in the humanities, and by affiliations with the Humanities Residential Program’s activities and events.

### General Requirements for the Minor

General university degree requirements stipulate that 1) three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the minor; and 3) all courses taken for a minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the minor degree requirements listed below.

### Requirements for the Minor

Completion of six units, distributed as follows:

1. HUM 200, Homer to Hitchcock: the History of Ideas in the Arts
2. EITHER three courses in Track I, OR three courses in Track II.
3. One course in Comparative Studies: Western/Non-Western Interfaces
4. HUM 400, A Seminar on Critical Theory.

#### *Track I: Antiquity to the Renaissance*

CLSC 222, The Greco-Roman World (Humanistic Approaches)  
CLSC 318, Greek and Roman Religion  
HUM 210, Power and Culture in Periclean Athens and Augustan Rome (Humanistic Approaches)  
HUM 302, Individuality and Transcendence in Medieval Literature  
HUM 303, The Monstrous Middle Ages (Connections)  
HUM 367, Word and Image: Medieval Manuscript Culture (Fine Arts Approaches)

Only one of the following may count for Track I (because these courses are not completely anchored in Antiquity to Renaissance):

HUM 300, Children's Literature (Connections)  
 HUM 304, Ancients and Moderns  
 HUM 321, Ancients and Moderns: the Ulysses Experience (Connections)  
 HUM 355, Early Modern French Theater and Contemporary American Culture (Connections)

### **Track II: Renaissance to the Present**

HUM 201, Art, Ideas, and Society, 1400 – 1900 (Humanistic Approaches)  
 HUM 250, Digital Humanities (Fine Arts Approaches)  
 HUM 290, World of Film (Fine Arts Approaches)  
 HUM 301, The Idea of Self, 1650 – 1930 (Connections)  
 HUM 305, Modernization and Modernism (Connections)  
 HUM 309, Nationalism: British and German, 1700 – 1919 (Connections)  
 HUM 315, Drama, Film, and the Musical Stage (Connections)  
 HUM 316, The Lord of *The Ring*: Wagner's *Ring of the Nibelung* (Connections)  
 PHIL 243, Aesthetics  
 PHIL 353, Philosophy and Film

Only one of the following may count for Track II (because these courses are not completely anchored in Renaissance to the Present):

HUM 300, Children's Literature (Connections)  
 HUM 304, Ancients and Moderns  
 HUM 321, Ancients and Moderns: the Ulysses Experience (Connections)  
 HUM 355, Early Modern French Theater and Contemporary American Culture (Connections)

### **Comparative Studies: Western/Non-Western Interfaces**

HUM 310, Imperialism and Culture: the British Experience (Connections)  
 HUM 330, Tao and Landscape Art (Connections)  
 HUM 335, Japan and the Dutch: a Cross-Cultural Visual Dialogue 1600 – 2000 (Connections)  
 HUM 370/REL 370, The Good Life (Connections)

## **Course Offerings**

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

#### **Writing and Rhetoric**

121 **Arms and Men: The Rhetoric of Warfare**

#### **Scholarly and Creative Inquiry**

115 **The Problem of Evil**  
 119 **The Life and Times of Eleanor of Aquitaine**  
 122 **Utopia/Dystopia**  
 125 **The Quest for King Arthur**  
 130 **Metamorphosis and Marvels**  
 131 **Dionysus and the Art of the Theatre**  
 132 **The Scientific and Romantic Revolutions**

### **133 Rome and Paris in Early Modern Europe: Crisis and Contemporary Contexts**

**Connections courses.** See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 43).

#### **300 Children's Literature: To Teach and To Entertain**

#### **301 The Idea of the Self**

#### **303 The Monstrous Middle Ages**

#### **305 Modernization and Modernism**

#### **309A Nationalism: British and German Nationalism in the Age of Industrialization and Empire, 1700-1919**

#### **310 Imperialism and Culture: the British Experience**

#### **315 Drama, Film, and the Musical Stage**

#### **316 The Lord of *The Ring*: Wagner's *Ring of the Nibelung***

#### **321 Ancients and Moderns: The Ulysses Theme in Western Art and Literature**

#### **330 Tao and Landscape Art**

#### **335 Japan and the Dutch: A Cross-Cultural Visual Dialogue 1600-2000**

#### **355 Early Modern French Theater and Contemporary American Culture**

#### **370 The Good Life**

**200 Homer to Hitchcock: The History of Ideas in the Arts** This course serves as the gateway to the Humanities minor; as such it introduces students to the history of Western cultures and ideas as expressed through literary, historical, philosophical, religious, musical, architectural, and artistic works. Professor teams may vary the organizational logic and thematic emphases from semester to semester, but in all cases readings and assignments will foreground the minor's historical scope and two-track formula (Antiquity through the Renaissance, and Renaissance to the present). By learning to engage the history of Western ideas from the various perspectives afforded by the humanistic disciplines, and by learning to read, analyze, and write about the various kinds of texts (verbal, visual, and aural) that have been the conduits for these ideas, students develop the interpretive frameworks and critical vocabularies for more specialized study. Offered Spring 2012.

**201 Arts, Ideas and Society** Survey of intellectual developments in western civilization from the Renaissance through the eighteenth century. Emphasis is placed on the relationship between the individual and the state examined through literature and the arts. Satisfies the Humanistic Approaches core requirement. Offered every other year; offered Spring 2012.

**206 The Classics of Russian Literature** Most great Russian writers of the nineteenth and twentieth 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 themselves, include, among others, works of Pushkin, Gogol, Dostoevsky, Tolstoy, Bulgakov, and Solzhenitsyn. Satisfies the Humanistic Approaches core requirement. Offered every other year; not offered 2011-2012.

**210 Power and Culture in Periclean Athens and Augustan Rome** This interdisciplinary course offers students an insight into the culture, politics, and social structure of the ancient Greek and Roman city. This course emphasizes Classical Athens and Augustan Rome by examining the connections between the art, history, and literature of each city. Major topics explored include the social and political uses of literature and material culture (art, architecture, and city planning) and the impact

of different types of political structures on art and literature. Readings concentrate on texts (in translation) written by Greeks and Romans themselves, supplemented by secondary literature on the art and history of each period. Satisfies the Humanistic Approaches core requirement. Offered every other year; offered Spring 2012.

**250 Digital Humanities** Students will focus on visual art in the digital age. More specifically, students develop the digital expertise that allows them to communicate intelligently and in a 21st fashion about the visual art of the German Expressionist multiple talent Wassily Kandinsky from his Munich-period, i.e., from about 1900-1914. Satisfies the Fine Arts approaches requirement. Offered Spring 2012.

**290 The World of Film** In this course students will develop the expertise necessary to allow them to communicate intelligently about the artistic medium of film. The course is taught by a team of four professors coming from a range of disciplines. The course begins with an initial unit on the language of film; the course then turns to a series of units focusing on one element closely associated with film, such as photography, mise-en-scène, editing, sound and music, acting, narrative, or ideology; and examine films from a variety of historical epochs and countries. Satisfies the Fine Arts Approaches core requirement. Offered Spring 2012.

**302 Individuality and Transcendence in Medieval Literature** Courses fulfilling the Humanistic Approaches requirement develop a critical understanding and appreciation of how people from different historical periods or cultures define their essential humanity. Medieval culture poses a particular problem for modern Western readers because, while its political, social, and cultural institutions seem quite foreign to contemporary students, they still embrace many of the essential beliefs about human experience that evolved in the high Middle Ages, the great age of Gothic art, courtly love, chivalric romances, and mysticism. Readers often find it easier to be nonjudgmental about an entirely foreign culture than a half-alien (pre-industrial Western) culture, for their ethnocentricity is less markedly visible. This course untangles the subtle, but enduring, threads of influence that consciously or unconsciously shape the West's most cherished notions about subjectivity in the world. Satisfies the Humanistic Approaches core requirement. Offered occasionally; offered Fall 2011.

**304 Ancients and Moderns** This course focuses how certain "modern" European and American writers and artists from the eighteenth, nineteenth, and twentieth centuries have responded to ideas, symbols, and mythology of the ancient Greco / Roman world in order to understand and express their own contemporary modern experience. Themes and topics in the class may include the appropriation of ancient pagan attitudes regarding Christianity, the influence of Greco/Roman civic virtue on the idea of the modern citizen, or the image of the city of Rome and its influence on the idea of the modern city. While course material may vary according to the interests of the instructor, and the modern period under consideration may be extensive or narrow (some professors, for example, may choose to concentrate on only the eighteenth century, or on the twentieth; others may prefer to survey eighteenth through twentieth), this class nonetheless puts students in contact with both ancient and modern subject matter and materials. Credit for HUM 304 will not be granted to students who have completed HUM 321. Offered occasionally; not offered 2011-2012.

**367 Word and Image** "Print Culture" habits of reading work against the dramatic and visual nature of medieval composition, in which words were to be heard aloud and images visualized. Medieval manuscript illumination of literary texts reflects this active, visual process of reading. Humanities 367 immerses readers in medieval manuscript culture to experience a performative mode of reading essential to the appreciation of medieval literary genres like dream vision, chivalric romance, and

allegory. Satisfies the Fine Arts Approaches requirement.

**400 A Seminar on Critical Theory** The goal of this seminar is for students to develop a more sophisticated understanding of the humanistic disciplines through the systematic study of critical theory. The approach is designed to (1) broaden students' awareness of other methods (2) solidify students' understanding of the presuppositions that inform their own critical methods (3) to engage in both theory and practice several important critical approaches to literature, history, music, and/or the visual arts that have developed in the past forty years. Developing students' critical faculties not only prepares them to analyze texts and images with greater depth and subtlety, it is also essential for any students who are contemplating graduate study in disciplines outside the natural sciences. Offered each year; first offered Spring 2013.

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## INTERNATIONAL POLITICAL ECONOMY

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Professor: Nick Kontogeorgopoulos, *Director*; Michael Veseth, *Robert G. Albertson Professor*

Associate Professor: Bradford Dillman

Assistant Professor: Pierre Ly (on leave Spring 2012); Emelie Kaye Peine

### About the Program

The International Political Economy (IPE) Program offers a multidisciplinary approach to the study of international and global problems. International Political Economy encourages the integrated analysis of these 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.

Students in the International Political Economy program 1) gain an appreciation for competing theoretical perspectives; 2) learn to consider the multiple and overlapping economic, political, and social linkages between and among global actors and events; 3) master the application of this powerful framework to the analysis of a wide range of issues; 4) learn to consider issues broadly, to see how issues and problems are interconnected; 5) learn to engage in critical and creative thinking; and 6) apply these tools and develop expertise through senior thesis research on a particular IPE problem or issue.

The program sponsors regular lectures, discussions, and debates on campus, which encourage students and faculty to confront and consider the integrated character of global economic, political, and social issues.

### 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 leading to the degree of Bachelor of Arts in International Political Economy. The goal of this major is to prepare students for an increasingly interdependent world through the study of international and global issues. The IPE major culminates in a senior thesis in which students demonstrate their ability to analyze a complex question, bringing to bear both the depth of their knowledge and the breadth of their liberal arts education.

Students who major in IPE take required courses in International Political Economy, Politics and Government, Economics, Comparative Sociology and Mathematics. They tailor their plan of study to their individual educational goals by choosing additional elective courses. IPE majors are encouraged to pursue foreign travel-study opportunities as part of their undergraduate education. More than two-thirds of IPE majors typically study abroad. Many students combine foreign study with background

research for the senior thesis.

Students who major in IPE thus combine broad, multidisciplinary 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.

## Structure of the IPE Major

The core of the IPE major is found in the three required IPE classes (201, 301, and 401) and the three elective courses. The other IPE requirements—in comparative politics, economics, comparative sociology, and statistics—provide necessary tools and skills and encourage the breadth of knowledge and sensitivity to differing viewpoints that are hallmarks of IPE at Puget Sound.

IPE 201: Introduction to International Political Economy introduces students to the study of International Political Economy and surveys the international and global problems with which IPE concerns itself. This course is designed to be a useful element of the liberal education for majors and non-majors alike.

IPE 301: Theories of IPE is for IPE majors only. IPE 301 features a rigorous analysis of the main theories of IPE. Students write a final paper that is intended to establish a theoretical foundation for further research in IPE, including especially senior thesis research. Students usually take IPE 301 in the junior year or in the fall of the senior year.

IPE 401: Senior Thesis Seminar is the capstone course for IPE majors. Students come together in a working seminar format to share ideas, engage in critical discussions, and write and defend their senior theses. Ideally, each student's work in IPE 401 builds upon a foundation laid in the earlier courses, including especially IPE 301. In general, the more that a thesis is able to build upon past work the more it can be expected to achieve.

IPE Major Electives. IPE majors take three elective classes chosen in consultation with their IPE advisor. Students who study abroad are usually able to count at least one class as an IPE elective. Elective courses must be pre-approved by the student's IPE advisor in consultation with the student. Elective classes should be chosen to broaden or deepen the student's understanding of IPE theory, provide economic, political, social or historical context for analysis of important IPE issues, provide specific expertise necessary for a student's senior thesis research, develop analytical tools useful in IPE research, and/or deepen knowledge of a particular country or region.

## Other Important Issues

Since most IPE majors study abroad at some point in their undergraduate careers, students are advised to begin to consider foreign study options as soon as possible and to give special consideration to foreign language preparation. Although some study abroad programs have no formal foreign language requirement, other programs require as many as two years of prior language study. IPE students and their advisors should give serious consideration to foreign language preparation both for foreign study and with respect to senior thesis research needs and career preparation.

All Puget Sound students must take three upper-division elective classes as part of the university's graduation requirements. IPE students are encouraged to use courses taken for this requirement to broaden their understanding of IPE and contemporary global problems. Many IPE students plan eventually to pursue advanced degrees. It is wise, therefore, to consider what undergraduate courses might be most useful as preparation for law or graduate schools in addition to the coursework required for the IPE major.

Students who expect to pursue Master's or Ph.D. degrees, for example, would be wise to consult with their IPE advisors regarding additional coursework that may be necessary or advisable in foreign language, quantitative methods, or research methodology. Students who want to prepare themselves for the MBA degree should supplement the IPE requirements with core business classes such as accounting and finance. Students who plan to enter graduate programs in area studies, such as Asian Studies or Latin American Studies, should consider additional coursework in foreign language and literature, comparative politics, and cultural studies.

## General Requirements for the Major

General university degree requirements stipulate that 1) at least four units of the major be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major; and 3) all courses taken for a major must be taken for graded credit. Any exceptions to these stipulations are indicated in the major degree requirements listed below.

## Requirements for the Major

- I. IPE 201, PG 102, ECON 170, and one of the following courses: CSOC 103, 200, 204, 230.
- II. IPE 301, ECON 371.
- III. MATH 160 or 260 or equivalent.
- IV. Elective courses: Three courses (usually upper-division courses) in IPE or related disciplines. Elective courses must be pre-approved by the student's IPE advisor in consultation with the student. A course used to satisfy this requirement may not also be used to satisfy a university core requirement. Elective classes should be chosen to:
  - Broaden or deepen the student's understanding of IPE theory;
  - Provide economic, political, social or historical context for analysis of important IPE issues;
  - Provide specific expertise necessary for a student's senior thesis research;
  - Develop analytical tools useful in IPE research;
  - Deepen knowledge of a particular country or region.
- V. Senior Thesis: IPE 401

## Notes

1. To count towards the major a course grade must be C- or above.
2. Every student must coordinate his or her program with an IPE advisor.
3. Where a course both supports a major in IPE and fulfills a major or minor requirement in another field, a student may count no more than two 200- or higher-level departmental units 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. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

### Scholarly and Creative Inquiry

**111 The Beautiful Game**

**180 War and Peace in the Middle East**

**Connections courses.** See *Connections in the Core Curriculum* section of this Bulletin for course de-

scriptions (page 43).

- 389 Global Struggles over Intellectual Property
- 405 The Idea of Wine
- 427 Competing Perspectives on the Material World

**191 Model United Nations** 0.25 activity unit In this course students learn about the functioning of the United Nations and participate in a Model U.N. conference. Students research contemporary issues facing the U.N. and debate these issues from the perspective of a selected country. Fees may be required to cover conference costs. Course may be repeated.

**201 Introduction to International Political Economy** This course provides a multidisciplinary 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 Social Scientific Approaches core requirement.

**301 Theories of International Political Economy** This course examines theoretical explanations of international political economy relationships and events. Students become acquainted with important theoretical debates and research methods used to answer questions in IPE. Students identify and research questions suitable for the senior thesis. This course is a prerequisite for IPE 401. Usually taken in the junior or senior year. *Prerequisite: IPE 201.*

**311 Political Economy of “Third World” Development** This course serves as an introduction to the political economy of the “Third World” and provides an overview of several political, social, and economic problems associated with “Third World” development. International political economy (IPE) represents a multidisciplinary approach which ties together many areas of study and provides a comprehensive framework for the exploration and analysis of international problems and issues. IPE is concerned with the mutual interaction and parallel existence of “state” and “market” in the modern world, and how the tension between these two different mechanisms has shaped modern history and forms a crucial issue in the study of both international political economy generally, and issues related to “Third World” development in particular.

**321 The Business of Alleviating Poverty: NGOs, corporations and social entrepreneurs** This course studies the interaction between states, markets and civil society in the fight against global poverty. More precisely it analyzes the roles of Non-Governmental Organizations (NGOs), corporations and social entrepreneurs. The course addresses a number of issues: What do NGOs do and how do they finance their operations? Can multinational corporations play a role in the fight against global poverty and, if so, how? How can we make sense of so-called “social enterprise”? What is the role of the state in regulating and encouraging private solutions to poverty? Are these private solutions further proof of economic liberal dominance or a move toward a new form of capitalism tailored to serve social needs? Usually offered every year; not offered 2011-2012.

**323 Tourism and the Global Order** In the contemporary world, tourism is often the foremost, and only, process that brings together people from different parts of the world, allowing those from the “West” and those from the “Third World” to interact on a face-to-face basis under peaceful, if not always equal, circumstances. As such, tourism as a phenomenon and as a process raises questions about global interconnections and global movements of finance, cultural and material artifacts, ideas, and people across national and cultural boundaries. This course addresses a wide range of is-

issues, including the economic, social, and cultural implications of tourism, the impact of global tourism on the environment and global conservation efforts, and tourism as a vehicle of social change and as a facilitator of cultural and material globalization. The issues covered in this course relate to everyday processes and events—especially the taken-for-granted process of *travel* itself. Specific topics covered include the sociology of tourism, sustainable development, global inequality, cultural adaptation, Third World economic development, the creation and marketing of tourist images, the advent of “alternative” forms of tourism, the search for authenticity, and ecotourism. The course focuses largely on examples and case studies from Southeast Asia, with the inclusion of some primary materials from field research conducted in Thailand. *Crosslisted as CSOC 323.*

**331 The International Political Economy of Food and Hunger** An intensive study of the international political economy of global food production and distribution and their connection to a variety of global hunger problems and issues. An examination of how political, economic, and social conditions contribute to hunger and severe forms of malnutrition. Also examined are global trade, monetary and investment policies, a variety of development and debt relief measures, and the role of agribusinesses in the hunger/food equation. The course ends with a study of different policy recommendations and solutions to numerous food production and distribution issues. *Prerequisite: IPE 201 or PG 103.*

**333 Political Economy of Southeast Asia** This course serves as an overview of the political, economic, social, and cultural processes shaping the region known as Southeast Asia. This course utilizes a range of disciplinary approaches in order to illustrate patterns of change in the Southeast Asian context. Throughout, the course integrates discussion of theoretical issues with examples from around Southeast Asia. By applying theoretical material to specific countries and real-world examples, the class explores the ways in which broad perspectives intersect with economic, political, and social issues to shape the nature and direction of change in Southeast Asia.

**380 Gods, Guns, and Oil in the Middle East** This course examines the efforts of states in the Middle East and North Africa (MENA) to adapt to the international political economy. It examines how states have tried to reshape their political and economic institutions in the face of religious radicalism, armed conflict, and changes in global markets. Attention is paid to relationships that exist between governments, businesses, civil society, and opposition groups. Topics include the relationship of economic reform to democratization, regional integration, and corruption and illicit transactions. *Prerequisite: PG 102.* Usually offered every year; not offered 2011-2012.

**382 The Illicit Global Economy** This course examines patterns of illicit activity in the global economy. A political economy approach is used to understand reasons why illicit behavior occurs, how it occurs, and who the relevant actors are. Attention is focused on production and distribution of commodities, especially those that originate in developing countries. Commodities are broadly defined to include drugs, money, guns, people, diamonds, oil, timber, and intellectual property. The course concludes with a discussion of efforts by states and multilateral institutions to combat illicit transnational activity. *Prerequisite: IPE 201 or permission of the instructor.*

**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. *Prerequisite: IPE 301.*

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**INTERNSHIP**


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**General**

The University of Puget Sound offers students the opportunity to undertake an internship in order to:

1. Apply cognitive learning in an off-campus work-related organizational setting.
2. Extend knowledge acquired elsewhere in the curriculum.
3. Reflect upon work experience within an academic context.

**Eligibility**

The eligibility of a student to undertake an internship is determined by the Office of Career and Employment Services using the following criteria:

1. Junior or senior class standing.
2. Cumulative university grade point average of at least 2.50.
3. A declared major or minor in a department, school, or program; or other academic preparation appropriate for the internship placement.
4. Recommendation of the academic advisor.
5. Approval from the chair or director of the department, school, or program for which the student will receive credit (if a faculty-sponsored internship).

**Requirements**

The requirements of the internship will be specified in the Internship Learning Agreement composed of an Academic Syllabus and a Job Description. The Learning Agreement must be completed; signed by the intern, the supervising instructor, the department chair or program director (for a faculty-sponsored internship), and the work supervisor; and submitted to the Office of Career and Employment Services before the end of the add period during the term of enrollment. The student may then be registered for credit.

The Academic Syllabus (see Note below) should be comparable to the syllabus of any upper-division course in the curriculum and should include:

1. A list of the academic topics or questions to be addressed.
2. The learning objectives to be achieved.
3. The reading and/or research requirements relevant to the topics and learning objectives.
4. The assignments or progress reports (plus the dates they are due to the instructor) to be completed during the internship.
5. The final project, paper, report, or thesis to be completed at the conclusion of the internship.
6. A regular schedule of days and meeting times of at least 35 hours for the internship seminar. Or, a comparable schedule of at least 35 hours for consultation with the instructor and independent research in a faculty-sponsored internship. In either case, students should regularly review their progress toward their learning objectives and should discuss how they are applying their previous courses and experiences to the internship.
7. The date during the final examination period (or the date by the last day of the summer session) for the student to submit the self-assessment to the instructor unless arrangements have been made to extend the internship with an in-progress grade beyond the normal end of the term.
8. The instructor's grading criteria.

**Note:** A student in an internship seminar will also have a seminar syllabus from the seminar instructor. The student should not duplicate the seminar syllabus in the Learning Agreement Academic Syllabus but must address those items specific to the student's particular internship.

The Job Description will include:

1. A list of the specific job responsibilities and tasks relevant to the intern's academic learning objectives.
2. A list of the specific job responsibilities and tasks relevant to the student's employment expectations although not directly related to the academic learning objectives.
3. An employment schedule of at least 120 hours.
4. The criteria used by the supervisor to evaluate the intern's job performance.
5. The date by which the supervisor is to send the student's performance appraisal to the Office of Career and Employment Services.

**Grading**

An internship is intended to be a graded course (although a student may select pass/fail grading). However, the instructor of a faculty-sponsored internship may determine that, due to the nature of the experience and the job assignments, pass/fail grading is appropriate.

A student's performance in an internship will be assessed by the student's achievement on the academic requirements, as assigned and graded by the university faculty member, and on the completion of work responsibilities, as evaluated by the supervisor at the organization hosting the internship. Additionally, the student may be required to complete a self-assessment reviewing the learning objectives, how they were achieved, and how that achievement was demonstrated.

**Designation**

1. The internship seminar will be designated as INTN 497.
2. The department-offered internship will be designated with the department abbreviation and the course number 497. (For example, the Writing Internship offered by the English Department is designated as ENGL 497.)
3. The internship sponsored by an individual member of the faculty will be designated with the department abbreviation of the faculty member and the course number 498.

**Credit**

Credit for an internship is not applicable to the Upper-Division Graduation Requirement. Only 1.0 unit may be assigned to an individual internship and no more than 2.0 units of internship credit, or internship credit in combination with cooperative education credit, may be applied to an undergraduate degree.

**Course Offerings**

Unless otherwise specified, each course carries 1 unit of credit and if offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**INTN 497 Internship Seminar** This scheduled weekly seminar provides the context to reflect on concrete experiences at an off-campus internship site and to link these experiences to academic study relating to the political, psychological, social, economic and intellectual forces that shape our views on work and its meaning. The aim is to integrate study in the liberal arts with issues and themes surrounding the pursuit of a creative, productive, and satisfying professional life. Students receive 1.0 unit of academic credit for the academic work that augments their concurrent internship fieldwork. This course is not applicable to the Upper-Division Graduation Requirement. Only 1.0 unit may be assigned to an individual internship and no more than 2.0 units of internship credit, or internship credit in combination with cooperative education credit, may be applied to an undergraduate degree. *Prerequisite: junior or senior standing; 2.5 GPA; ability to complete 120 hours at internship site; approval*

of the CES internship coordinator; and completion of a learning agreement.

**498 Internship Tutorial** Students who enroll in this course develop an individualized learning plan with a faculty sponsor to connect off-campus internship site experience with study in the student's academic area of interest. The learning plan includes required reading and writing assignments, as well as a culminating project or paper. Students receive 1.0 unit of academic credit for the academic work that augments their concurrent internship fieldwork. The internship sponsored by an individual member of the faculty will be designated with the department abbreviation of the faculty member. This course is not applicable to the Upper-Division Graduation Requirement. Only 1.0 unit may be assigned to an individual internship and no more than 2.0 units of internship credit, or internship credit in combination with cooperative education credit, may be applied to an undergraduate degree. *Prerequisite: junior or senior standing; 2.5 GPA; ability to complete 120 hours at internship site; approval of the CES internship coordinator; completion of learning agreement.*

## Co-Operative Education Guidelines

### General

The University of Puget Sound offers students the opportunity to undertake a co-operative (co-op) education experience so that students, through full- or part-time employment, may:

1. Gain pre-professional experience through academically-related off-campus employment.
2. Gain relevant experience to provide context for later academic studies.
3. Extend theoretical knowledge to practical application.
4. Achieve work-related and academic goals in preparation for employment.

### Eligibility

The eligibility of a student to undertake a co-op will be determined by the Office of Career and Employment Services using the following criteria:

1. Sophomore, junior, or senior class standing.
2. Cumulative university grade point average of at least 2.50.
3. A declared major, minor, or interdisciplinary emphasis in a department, school, or program appropriate for the co-op placement.
4. Recommendation of the academic advisor.
5. Approval from the chair or director of the department, school, or program from which the student will receive credit.
6. Total enrollment in co-ops is limited to 20 students per term.

### Requirements

The requirements of the co-op will be specified in the Co-Operative Education Learning Agreement composed of a Job Description and Learning Objectives. The Learning Agreement must be completed; signed by the student, the supervising instructor, the department chair or program director, and the work supervisor; and submitted to the Office of Career and Employment Services before the end of the add period during the term of enrollment. The student may then be registered for credit.

The Job Description will include:

1. A list of the specific job responsibilities and tasks assigned to the student.
2. The criteria used by the employment supervisor to evaluate the student's job performance.
3. The student's work schedule with start and end dates plus an outline of hours to be worked each day of the week.
4. The day and time during the week that the student will meet with the supervisor to review job

performance and progress toward learning objectives.

5. The date by which the supervisor is to send the student's performance appraisal to the Office of Career and Employment Services.

The Learning Objectives should reflect the student's academic and professional interests and must specify how the student intends to achieve a pertinent experience by including:

1. Specific intended objectives for undertaking the co-op.
2. A description of how each responsibility or task assigned by the employment supervisor can be made relevant to the intended objectives.
3. A schedule of days and times for meeting with the instructor to review the student's assessment of personal job performance and progress toward the learning objectives.
4. The date during the final examination period (or the date by the last day of the summer session) for the student to submit the self-assessment to the instructor unless arrangements have been made to extend the co-op with an in-progress grade beyond the normal end of the term.
5. Any specific objective(s) that may be assigned by the instructor.

### Grading

A student's performance in a co-op will be graded pass/fail by the instructor using the employment supervisor's appraisal of the student's completion of job responsibilities (forwarded by the Office of Career and Employment Services); the student's self-assessment regarding the completion of learning objectives, how they were achieved, and how that achievement was demonstrated; and by any additional criteria the instructor assigns in the Learning Agreement.

### Designation

1. The co-operative education experience will be designated COOP 499 CO-OP EXPERIENCE.

### Credit

Activity credit will be granted for a co-op based on employment hours:

1. 0.25 unit and less-than-half-time enrollment status for at least 120 hours.
2. 0.50 unit and half-time enrollment status for at least 240 hours.
3. 1.00 unit and full time enrollment status for at least 480 hours.

This credit is not applicable to the Upper-Division Graduation Requirement.

As activity credit, a co-op is included in the limit of 2.00 units of activity credit that may be applied to an undergraduate degree. Apart from the activity unit limit, no more than a total of 2.00 units of co-op credit, combined with internship credit, may be applied to an undergraduate degree.

### Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and if offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**COOP 499 Co-op Experience** 0.25-1.0 activity unit Students from any major may alternate semesters of on-campus study with academically-related, off-campus work experience or may undertake such work while enrolled in classes (a "parallel placement"). This program is tailored for sophomores, juniors, and seniors who seek paid work experience and a head start on their career objectives while still in school. Activity credit in the range of 0.25 to 1.0 unit may be awarded for each concurrent placement based on the number of hours worked at the co-op site. COOP 499 must be taken pass/fail. This course is not applicable to the Upper-Division Graduation Requirement. As



activity credit, a co-op is included in the limit of 2.00 units of activity credit that may be applied to a bachelor's degree. Apart from the activity unit limit, no more than a total of 2.0 units of co-ops combined with internships may be applied to a bachelor's degree. *Prerequisite: sophomore, junior, or senior standing; 2.5 GPA; ability to complete required minimum hours at co-op site; approval of the CES internship coordinator; completion of learning agreement.*

## JAPANESE

Students interested in a major or minor in Japanese language and culture should consult the Asian Languages and Cultures section in this *Bulletin* (page 74).

## LATIN AMERICAN STUDIES

Directors: Monica DeHart, *Comparative Sociology* (on leave Fall 2011); Brendan Lancot, *Foreign Languages and Literature (Spanish)* (on leave Spring 2012).

Advisory Committee: Monica DeHart, *Comparative Sociology*; Pepa Lago Graña, *Foreign Languages and Literature (Spanish)*; Brendan Lancot, *Foreign Languages and Literature (Spanish)*; John Lear, *History* (on leave Fall 2011); Emelie Peine, *International Political Economy*; Don Share, *Politics and Government* (on leave 2011-2012); Nila Wiese, *Business and Leadership*; Linda Williams, *Art*

### 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 hyper-globalization, are more intertwined than ever before. The program is organized around a required introductory course, Latin American Studies 100, which fulfills the Humanistic Approaches core and requires students to explore the interaction of politics 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, Business, Art History and History, students minoring in Latin American Studies 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 (primarily Mexico, Argentina, and Chile). 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.

### General Requirements for the Minor

General university degree requirements stipulate that 1) three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the minor; and 3) all courses taken for a minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the minor degree requirements listed below.

### Requirements for the Minor

1. Completion of a minimum of five units, to include:
  - a. LAS 100, Latin American Studies (1 unit);
  - b. One course from each of the following three categories (see lists below): Literature, Social Sciences, and History (3 units);

- c. One elective course from any of the categories below (1 unit).
2. At least two of the five courses taken for the minor must be at the 300 or 400 level.
3. An internship in or related to Latin America or Latin Americans in the United States can count as the elective if it meets university requirements and is approved by the director of Latin American Studies.
4. Students minoring in Latin American Studies must complete two semesters of Spanish at the 101-102 level, or one semester at the 200 level, or the equivalent, with a passing grade.
5. Upon approval by the Latin American Studies Program, students may complete up to two 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 may count only two courses taken to fulfill requirements in their major or another minor towards the LAS minor.

### Fine Arts/Literature

ART 302, The Art of Mexico and Mesoamerica  
 LAS 380, Around Macondo in Eighty Days  
 SPAN 212, Latin American Culture and Civilization  
 SPAN 300, Literature, Theory, and Practice  
 SPAN 301, Literature of the Americas and Critical Inquiry  
 SPAN 303, Hispanic Short Story  
 SPAN 304, Hispanic Poetry  
 SPAN 306, Latin American Film  
 SPAN 308, Modern Latin American and Latino Theatre  
 SPAN 310, Special Topics  
 SPAN 402, Seminar in Colonial and/or Nineteenth-Century Latin America  
 SPAN 405, Seminar in Twentieth and/or Twenty-First Century Latin America

### Social Sciences

BUS 372, Business in Latin America  
 CSOC 315, Identity Politics in Latin America  
 CSOC 350, Border Crossings: Transnational Migration and Diaspora Studies (if Latin American content)  
 PG 380, Latin American Politics: Authoritarianism and Democracy  
 PG 381, U.S.-Latin American Relations

### History

HIST 280, Colonial Latin America  
 HIST 281, Modern Latin America  
 HIST 380, Modern Mexico  
 HIST 381, Film and History: Latin America  
 HIST 382, Comparative Revolutions in Twentieth-Century Latin America  
 HIST 400D, Research Seminar in Historical Method (Latin American)  
 LAS 387, Art and Revolution in Latin America

### Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

### **Scholarly and Creative Inquiry**

#### **111 Salsa, Samba, and Soccer: Popular Culture in Latin America**

(This course cannot count toward the minor.)

**Connections courses.** See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 43).

#### **380 Around Macondo in Eighty Days**

#### **387 Art and Revolution in Latin America**

**100 Introduction to Latin American Studies** This course introduces students to the history, literature, and culture of the different Latin American regions. It examines the products of individual and collective experience and creativity in a variety of ways. Using historical and anthropological texts, the course provides a brief overview of historical periods and legacies, and considers how anthropologists have understood the cultures of urban and rural, racial and ethnic existence. In addition, using a series of literary works, students reflect on the cultural and national identity, moral and religious values, and individual experience of Latin Americans as well as the cultural, intellectual, and linguistic influence of these people in the United States. Classes are organized around discussion and occasional presentations by guest speakers. In addition to exams, students write several short evaluations of readings and are involved in several group presentation projects. The course serves as a required introduction to the Latin American Studies minor. Satisfies the Humanistic Approaches core requirement.

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## LEARNING CENTER COURSES

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**100 Accelerated Reading** 0.25 unit This course is designed to improve reading efficiency and analytical reading skills by developing effective reading habits, increasing reading rate with no loss of comprehension, facilitating the acquisition and retention of information, flexibly adjusting reading strategies according to the reading task, and acquiring techniques for successful learning. Class instruction is supplemented by an online reading program.

**116 Skills to Success in College** 0.25 + activity unit This course examines and facilitates the development of social, communicative, and academic skills that are needed to succeed in the college environment. Students participate in weekly discussion groups that focus on teaching a variety of skills and then practice those skills both in and outside of class. In addition, weekly assignments including journal entries and quizzes are expected. Crosslisted as PSYC 100. Note: This course does not count as an elective in the psychology major. Pass/fail grading only. *Prerequisite: Instructor permission required.*

**204 Media Laboratory: Journalism** 0.25 + activity unit Media laboratories explore skills, terminology, best practices, and objectives essential to one type of media in which students engage on campus: journalism (writing news and features); broadcasting (radio); film-making, video-making; and so on.

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## MATHEMATICS AND COMPUTER SCIENCE

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Professor: Robert A. Beezer; Sigrun Bodine; Martin Jackson (on leave Spring 2012); Robert Matthews; Bradley Richards (on leave 2011-2012); Bryan A. Smith, *Chair*

Associate Professor: James Bernhard; Michael Spivey (on leave 2011-2012)

Assistant Professor: David Akers; Jason Sawin; Carl Toews

Instructor: Charles Hommel; Alison Paradise; Matthew Pickard

Visiting Instructor: Cynthia Gibson; Jason Preszler

### **About the Department**

How does the human brain work? What does the future hold for our climate? Is it possible for a computer to understand natural language? How can we most efficiently and securely transmit information over the Internet? When is it useful to distinguish between different levels of infinity?

Mathematics and computer science provide the critical foundation required to answer some of the most pivotal and complex questions of our time. Mathematicians design the models that enable us to understand and improve the structure of transportation networks, computer networks and physical processes, making them more efficient, effective, and versatile. Whether or not practical applications are foreseen, mathematicians revel in exploring the structure and beauty of abstract patterns, logical relationships, and rigorous formal proofs. Computer scientists build the invisible layer of software that drives significant advances in scientific research and improves everyday life. The newest smart phones are driven by tens of millions of lines of computer code, while a modern automobile includes over one hundred million lines of code – every aspect of which we depend upon for our productivity and safety.

To equip students with the conceptual knowledge to tackle such problems, the curriculum for the Department of Mathematics and Computer Science stresses the development of problem-solving techniques, logical reasoning, and data analysis. Special emphasis is placed on the value of abstraction: the process of simplifying a messy real-world problem to focus on the relevant details. Consistent with the university's core curriculum, the department provides a learning environment that encourages both independent thinking and group collaboration. Communication is of paramount importance; students learn to clearly articulate the nature of the problem, the analysis process, and the solution.

Students who choose to study mathematics join a discipline that has been an important part of society for at least four thousand years. The foundation for a major in mathematics is formed by completing a sequence of three courses in calculus, and a course in linear algebra. Of calculus, Morris Kline wrote, "Following hard on the adoption of the function concept came the calculus, which, next to Euclidean geometry, is the greatest creation of all of mathematics." Linear algebra shares in the beauty, power and applicability of the calculus by providing a rich theory for modeling real world phenomena by means of systems of linear equations. Building upon this foundation, students can select from a number of upper-division mathematics courses that broaden and deepen their understanding of mathematics, exploring areas such as abstract algebra, real and complex analysis, probability and statistics, mathematical modeling, and optimization.

Students choosing computer science begin by learning how to write computer programs, but computer science is far more than just programming. Among other pursuits, computer scientists design and study algorithms (computational problem solving strategies) to solve difficult real-world problems, learn software engineering patterns to break down large projects into manageable pieces,

and study the design of programming languages themselves. Those choosing to major or minor in computer science will have the opportunity to explore a rich set of elective courses, including artificial intelligence, computer graphics, database management systems, networks, and operating systems. For students with an interest in business, there is also an option to pursue an interdisciplinary Bachelor of Science degree in Computer Science and Business.

Students majoring in either mathematics or computer science will have the opportunity to join a strong community, through participation in a variety of student-initiated and faculty-sponsored groups. The department hosts a student-run Mathematics Club (first begun in 1927), and offers two faculty-guided problem-solving seminars preparing students to compete in the annual Mathematical Contest in Modeling (MCM) and Putnam contests. The department also features a local chapter of the Association of Computing Machinery (ACM) and a computer game development club, in which artists and computer science students are teaming up to create a new computer game.

The study of mathematics and computer science prepares students to enter a world in which computational and mathematical literacy are crucial. Many of our students move on to graduate study, and ultimately pursue careers in business, research, industry, education, government, and actuarial work, among others. Whether considering a major in mathematics or computer science, building the foundation for another discipline, or simply developing the quantitative literacy required to interact in an increasingly quantitative world, the Department of Mathematics and Computer Science provides the strategies and conceptual understanding to help students reach these goals.

### General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

The Department of Mathematics and Computer Science offers courses cross-listed as both Mathematics and Computer Science as indicated in their course descriptions. A student majoring or minor in both Mathematics and Computer Science may apply only one such course to both majors, to both the major and the minor, or to both minors.

### The Bachelor of Science in Mathematics

The department offers two options for a Bachelor of Science in Mathematics: a contract major and a standard major. The contract major emphasizes the value of planning a coherent set of courses based on goals and interests articulated by the student. The contract major also allows the flexibility of including a course from another department if the course has sufficient mathematical content and relates to the student's interests. The standard major is available for those students who declare a mathematics major later in their undergraduate career.

#### *Contract option for 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. A student who intends to complete a contract 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 that consists of one additional faculty member from the Department of Mathematics and Computer Science and, if a course from another department is to be part of the contract, a faculty member from that department. The student works with the committee to select a coherent set of courses (satisfying the requirements given below) that advances the student's educational goals. The contract is signed by the student, committee members, and chair of the

department, and is filed in the Office of the Registrar. The student can later modify the contract with the approval of all committee members and the department chair.

#### **Each contract course of study will meet the following requirements.**

1. Completion of a minimum of eight units and a maximum of 16 units with no more than nine units in mathematics.
2. Completion of CSCI 161 or equivalent.
3. Completion of a minimum of five upper-division units in mathematics. One of these may be from a field other than mathematics provided the course has sufficient mathematical content.
4. The upper-division units are to include the following:
  - a. Two units of related upper-division courses chosen to provide depth.
  - b. One upper-division unit in a proof-based course.
  - c. Be approved by the end of the semester in which the first upper-division course on the contract is completed. Upper-division courses completed before the contract is approved cannot be included in the contract.

#### *Standard option for the Bachelor of Science in Mathematics*

This degree is awarded on the basis of a course of study that meets the following requirements.

1. Completion of the calculus sequence (through MATH 280) and MATH 290.
2. Completion of CSCI 161 or equivalent.
3. Completion of five upper-division units in mathematics to include the following:
  - a. Two units of related upper-division courses chosen to provide depth.
  - b. One upper-division unit in a proof-based course.
  - c. At least one upper-division unit from each of the following two lists to provide breadth of experience in both continuous and discrete mathematics:  
List A: MATH 301, 302, 321, 322, 352, 373, 375, 376  
List B: MATH 300, 310, 335, 338, 433, 434, 471

Individual classes can count for more than one requirement in 3.

#### **Notes for contract and standard majors**

1. For the purposes of major requirements, upper-division courses in mathematics are those at the 300-400 level.
2. A student majoring in mathematics must earn a grade point average of at least 2.00 in all upper-division major courses.
3. A student majoring in mathematics must complete at least four units of the required upper-division courses in the major at Puget Sound. One of these 4 units may be a course taken as part of a study-abroad program. For contract majors, this is subject to approval in advance by the student's contract committee.
4. Contracts normally include the calculus sequence and linear algebra.
5. Currently-offered sets of related upper-division courses to provide depth in contract and standard majors include MATH 301/302, 321/322, 375/376, 433/434, and 335/471.
6. Students majoring in mathematics should take CSCI 161 in their first two years.

### Requirements for the Minor in Mathematics

1. Completion of five units in mathematics, two of which must be numbered 170 or higher.
  - a. One unit of credit taken from Computer Science, numbered 161 or higher, may count toward the minor and, if it is numbered 200 or higher, may count as one of the mathematics courses numbered 170 or higher.

- b. HON 213 may count toward the 170-level requirement.
  - c. PHIL 273 may count toward the minor. It will not count as one of the required mathematics courses numbered 170 or higher.
  - d. First-year Seminars do not meet the requirements of the minor.
2. Maintain a cumulative grade-point average of 2.0 in the five units.

### The Bachelor of Science in Computer Science

The department offers two options for a Bachelor of Science in Computer Science: a contract major and a standard major. The contract major emphasizes the value of planning a coherent set of courses based on goals and interests articulated by the student. The contract major also allows the flexibility of including a course from another department if the course has sufficient computer science content and relates to the student's interests. The standard major is available for those students who declare a computer science major later in their undergraduate career.

#### *Contract option for 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. A student who intends to complete a contract 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 that consists of one additional faculty member from the Department of Mathematics and Computer Science and, if a course from another department is to be part of the contract, a faculty member from that department. The student works with the committee to select a coherent set of courses (satisfying the requirements given below) that advances the student's educational goals. The contract is signed by the student, committee members, and chair of the department, and is filed in the Office of the Registrar. The student can later modify the contract with the approval of all committee members and the department chair.

#### **Each contract course of study will meet the following requirements.**

1. Completion of a minimum of eight units and a maximum of 16 units with no more than nine units in computer science.
2. Completion of the sequence CSCI 161, 261, 281.
3. Completion of MATH 210.
4. Completion of a minimum of five upper-division units in computer science. One of these may be from a field other than computer science provided the course has sufficient computer science content. The upper-division courses are to include at least two proof-based or writing courses in computer science.
5. Approval by the end of the semester in which the first upper-division course on the contract is completed. Upper-division courses completed before the contract is approved cannot be included in the contract.

#### *Standard option for the Bachelor of Science in Computer Science*

This degree is awarded on the basis of a course of study that meets the following requirements.

1. Completion of the sequence CSCI 161, 261, 281.
2. Completion of MATH 210.
3. Five upper-division units in computer science to include the following:
  - a. CSCI 361.
  - b. Two units of related upper-division courses chosen to provide depth. Currently-offered sequences that meet this requirement are CSCI 340/460, 370/481, and 335/471.
  - c. One proof-based or writing course in computer science other than CSCI 361.

Individual classes can count for more than one requirement in 3.

#### **Notes for contract and standard majors**

1. For the purposes of major requirements, upper-division courses in computer science are those at the 300-400 level.
2. A student majoring in computer science must earn a grade point average of at least 2.00 in all upper-division major courses.
3. A student majoring in computer science must complete at least four units of the required upper-division courses for the major at Puget Sound. One of these 4 units may be a course taken as part of a study abroad program. For contract majors, this is subject to approval in advance by the student's contract committee.
4. Students majoring in computer science are encouraged to take MATH 210 in the first two years, preferably concurrently with CSCI 281.

### Requirements for the Bachelor of Science in Computer Science/ Business

1. BUS 205, 305, 310, 315; 1 unit from 402, 416, 432, 434, or 435;
2. CSCI 161, 250, 261, 281, and 455;
3. ECON 170;
4. MATH 160, either 170 or 180, 210;
5. Maintain a cumulative grade-point average of 2.0 in the required courses in Business and Computer Science.

### Requirements for the Minor in Computer Science

1. Three units to include CSCI 161, 261, and 281;
2. Two units from CSCI 232 (PHYS 232), 250, 291, 310, 315, 325, 335, 340, 361, 370, 381, 425, 431, 455, 471, 475, 481.

**Note:** Although there is no time restriction on when a course taken in the past can apply to a major or minor, students who plan to use a course taken several years ago as a prerequisite for a current course should consult the instructor to determine if they are adequately prepared.

### Course Offerings in Mathematics and Computer Science

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

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

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

#### *Scholarly and Creative Inquiry*

##### **133 The Art and Science of Secret Writing**

**Other courses offered by Mathematics and Computer Science Department faculty.**

#### **HON 213, Mathematical Reasoning: Foundations of Geometry**

Satisfies the Mathematical Approaches core requirement.

*Course Offerings in Mathematics*

**103 Introduction to Contemporary Mathematics** This course provides an introduction to contemporary mathematics and its applications. It may include 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. No credit will be given for MATH 103 if the student has prior credit for another mathematics course that is equivalent to any of our courses numbered Math 110 or higher. Unlike most other introductory mathematics classes, this course is not a requirement for any currently offered major. Therefore, students are advised not to take this class before deciding on a major. *Prerequisite: One year of high school mathematics.* Satisfies the Mathematical Approaches core requirement. Offered Spring term only.

**110 Pre-Calculus** This course 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 algebraic functions, exponential and logarithmic functions, and trigonometric functions. *Prerequisite: Three years of high school mathematics.* Does **not** satisfy the Mathematical Approaches core requirement. Offered Fall term only.

**150 Finite Mathematics** An introduction to the theory of linear systems and discrete probability with applications from business and the physical and social sciences. The study of linear systems includes a discussion of matrix theory and 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 are an integral part of the course. This course is recommended for students wanting to complete a minor in mathematics, and it contains topics of particular interest to students studying business or business-related topics. *Prerequisite: Three years of high school mathematics.* Satisfies the Mathematical Approaches core requirement. Offered Spring term only.

**160 Introduction to Applied Statistics** An 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. Students with Advanced Placement credit for MATH 160 should consider enrolling in MATH 260. *Prerequisite: Three years of high school mathematics.* Satisfies the Mathematical Approaches core requirement.

**170 Calculus for Business, Behavioral, and Social Sciences** This course takes a problem-solving approach to the concepts and techniques of single variable differential calculus, with an introduction to multivariate topics. Applications are selected primarily from business and the behavioral and social sciences. Students will not receive credit for MATH 170 if they have already taken MATH 180, MATH 181 and/or MATH 280, without prior permission of the department. This course is not intended for mathematics majors, but is a recommended course for students going on to graduate school in business, some social sciences, or desiring more quantitative courses in their studies. *Prerequisite: Three years of high school mathematics.* Satisfies the Mathematical Approaches core requirement. Offered Spring term only.

**180 Calculus and Analytic Geometry I** There are two main topics in the calculus for functions of one variable: differentiation and integration. This course focuses on differentiation starting with limits and continuity, then introduces the derivative, and applications of the derivative, in a variety of contexts.

The course concludes with an introduction to integration. The central ideas are explored from the symbolic, graphic, numeric, and physical model points of view. Use is made of graphing calculators. *Prerequisite: MATH 110, or its equivalent.* Satisfies the Mathematical Approaches core requirement.

**181 Calculus and Analytic Geometry II** This course is a continuation of MATH 180. It focuses on integration and its relation to differentiation. Topics include definite integrals, antiderivatives, the Fundamental Theorems of Calculus, applications of integration, sequences, and series. The central ideas are explored from the symbolic, graphic, numeric, and physical model points of view. Use is made of graphing calculators. *Prerequisite: MATH 180 or its equivalent.* Satisfies the Mathematical Approaches core requirement.

**181PH Calculus and Analytic Geometry II (integrated with General University Physics)** This course is a continuation of MATH 180. MATH 181 focuses on integration and its relationship to differentiation. Topics include vector-output functions, parametrized curves, definite and indefinite integrals, the Fundamental Theorems of Calculus, differential equations, applications of the integral (especially but not exclusively in physics), line integrals, function approximations, sequences and series. Throughout the course ideas are explored from the symbolic, graphic, numerical, and physical model points of view. A graphing calculator is used. This is the mathematics portion of an integrated class and must be taken with PHYS 121MA. *Prerequisite: MATH 180 or its equivalent.* Satisfies the Mathematical Approaches core requirement. Offered occasionally; not offered 2011-2012.

**210 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. *Prerequisite: CSCI 161.* Offered once a year. Offered Spring 2012.

**260 Intermediate Applied Statistics** The course uses cases to understand statistical methods as collection, assessment, and reporting of evidence regarding questions posed by scientists, researchers, lawyers, engineers, and managers. The course also exposes students to many of the more advanced statistical methods. *Prerequisite: Any one of the following: MATH 160 or 181, BIOL 211, PSYC 201, ECON 284, AP Statistics or the equivalent.* Satisfies the Mathematical Approaches core requirement.

**280 Multivariate Calculus** This course, a continuation of the calculus sequence that starts with MATH 180 and 181, is an introduction to the study of functions that 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 students can analyze. *Prerequisite: MATH 181 or its equivalent.* Satisfies the Mathematical Approaches core requirement.

**280PH Multivariate Calculus (integrated with General University Physics)** This course is a continuation of MATH 181PH. The study of vector-output functions is extended to functions that have vector inputs and either scalar or vector outputs. The central ideas involving these functions are explored from the symbolic, graphic, numeric, and physical model points of view. The themes of visualization, approximation, and local linearity from one variable calculus continue to be paramount.

Topics include the basic analytic geometry of three-space; the differential calculus of vector-input functions that have scalar or vector outputs; vector fields; optimization; line and surface integrals; and the Fundamental Theorems of calculus for multivariable functions. Students use computer software and graphing calculators to increase the range of problems they can analyze. This is the mathematics portion of an integrated class and must be taken with PHYS 122MA. *Prerequisite: MATH 181 or its equivalent and PHYS 121 or its equivalent.* Satisfies the Mathematical Approaches core requirement. Offered occasionally; not offered 2011-2012.

**290 Linear Algebra** This course is a study of the basic concepts of linear algebra, and includes an emphasis on developing techniques for proving theorems. Students explore systems of linear equations, matrices, vector spaces, bases, dimension, linear transformations, determinants, eigenvalues, change of basis, and matrix representations of linear transformations. Students will have the opportunity to use calculators or computer software to explore computationally intensive problems. *Prerequisite: MATH 181.* Satisfies the Mathematical Approaches core requirement. Also satisfies the Writing in the Discipline 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.*

**296 Problem Seminar in Mathematical Modeling** No credit Students are given examples of problems from an annual international mathematical modeling contest. The students, in groups and with faculty mentoring, develop approaches to the problems. The students and faculty also discuss winning solutions to the problems. The students are expected to participate in the contest and give a presentation of their solution. The course meets once per week, is graded on a pass/fail basis, is a 0 credit course, and can be repeated. *Prerequisite: MATH 280 and 290 or permission of the instructor.*

**300 Geometry** The course presents a rigorous treatment of the foundations of Euclidean geometry and an introduction to non-Euclidean geometry. The course emphasizes the axiomatic method and students are expected to do proofs. Students are introduced to the history of the discovery of non-Euclidean geometry. This course is especially recommended for prospective mathematics teachers. Satisfies the proof-based requirement in major contracts and the standard major. Credit for MATH 300 will not be granted to students who have completed HON 213. *Prerequisite: MATH 181.* Offered every other year. Offered Spring 2012.

**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 that may be covered include series solutions, difference equations, and dynamical systems. *Prerequisite: MATH 280 and 290 or permission of the instructor.* Offered every semester.

**302 Partial Differential Equations** This course introduces partial differential equations, how they arise in certain physical situations, and methods of solving them. Topics of study include the

heat equation, the wave equation, Laplace's Equation, and Fourier Series with its applications to partial differential equations and boundary value problems. Additional topics may include Green's Functions, the Fourier Transform, the method of characteristics, dispersive waves, and perturbation methods. *Prerequisite: MATH 301 or equivalent.* Offered Fall term only.

**310 Numerical Analysis** Students learn about numerical solutions to linear systems; numerical linear algebra; polynomial approximations (interpolation and quadrature); numerical differentiation and integration. Students also learn about error analysis and how to select appropriate algorithms for specific problems. Cross-listed as CSCI 310. *Prerequisite: MATH 280, 290, and CSCI 161 or equivalent.* Offered occasionally; not offered 2011-2012.

**321/322 Advanced Calculus I, II** These courses are 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. Satisfies the proof-based requirement in major contracts and the standard major. *Prerequisite: MATH 280 and 290 or equivalents; MATH 321 for 322.* MATH 321 offered Fall term only; MATH 322 offered Spring term only.

**335 Optimization** This course is about how to find the best, or at least good, solutions to large problems frequently arising in business, industrial, or scientific settings. Students learn how to model these problems mathematically, algorithms for finding solutions to them, and the theory behind why the algorithms work. Topics include the simplex method, duality theory, sensitivity analysis, and network models. The focus is on linear models and models with combinatorial structure, but some nonlinear models are considered as well. Optimization software is used frequently. Crosslisted as CSCI 335. *Prerequisite: MATH 280, 290, CSCI 161.* Usually offered every other Spring; not offered Spring 2012.

**338 Combinatorics** The study of the basic principles of combinatorial analysis. Topics include combinations, permutations, inclusion-exclusion, recurrence relations, generating functions, and graph theory. Additional material is chosen from among the following topics: Latin squares, Hadamard matrices, designs, coding theory, and combinatorial optimization. Satisfies the proof-based requirement in major contracts and the standard major. *Prerequisite: MATH 290.* Offered occasionally; not offered 2011-2012.

**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. Satisfies the proof-based requirement in major contracts and the standard major. *Prerequisite: MATH 280 and 290 or permission of the instructor.* Offered every other year; offered Spring 2012.

**373 Linear Statistical Models** Using time series and multiple regression as unifying themes, students learn the theoretical foundations of time series and regression, many real-world applications, as well as the underlying algorithms and their limitations. Students learn to evaluate the appropriateness of different models. *Prerequisite: MATH 260.* Offered every three years; offered Spring 2012.

**375 Probability Theory and 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. Satisfies the proof-based requirement in major contracts and the standard major. *Prerequisite: MATH 280, 290, or permission of the instructor.* Offered Fall semester.

**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. Satisfies the proof-based requirement in major contracts and the standard major. *Prerequisite: MATH 375 or equivalent.* Offered Spring semester.

**420 Advanced Topics in Mathematics** The topics are chosen each time the course is offered to meet the interests of students and instructors. Possible topics include differential geometry, topology, statistics, number theory, nonlinear dynamics, and applied mathematics. May be repeated for credit. *Prerequisites vary with topic.* Offered at least every three years; not offered 2011-2012.

**433/434 Abstract Algebra I, II** These courses present a rigorous treatment of modern algebra. The writing of proofs is emphasized. Modern applications of abstract algebra to problems in chemistry, art, and computer science show that this is a contemporary field in which important contributions are currently being made. Topics 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. Satisfies the proof-based requirement in major contracts and the standard major. *Prerequisite: MATH 290 or permission of the instructor.* MATH 433 offered Fall term only. MATH 434 usually offered Spring term.

**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 are developed as needed. Crosslisted as CSCI 471. *Prerequisite: MATH 280 and 290; MATH 375 recommended.* Usually offered every other Spring term; not offered Spring 2012.

**491/492 Senior Thesis** Credit, variable up to one unit. A senior thesis allows students to explore areas of mathematics that are new to them, to develop the skill of working independently on a project, and to synthesize and present a substantive work to the academic community. Thesis proposals are normally developed in consultation with the student's research committee. This committee consists of the student's faculty supervisor and two other faculty members. It is involved in the final evaluation of the project. The results are presented in a public seminar or written in a publishable form. *Prerequisite: 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. *Prerequisite: Junior or senior class standing and cumulative grade-point average of 3.0.*

### Course Offerings in Computer Science

#### Note

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

**161 Introduction to Computer Science** This course is an introduction to computer science and programming. The programming language Java 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. *Prerequisite: Three years of high school mathematics, MATH 110, or equivalent.* Satisfies the Mathematical Approaches core requirement.

**232 Digital Electronics and Computer Hardware** This course offers each student practical, hands-on experience with modern integrated circuits including a representative microprocessor. Emphasis is placed upon 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 specific electronic devices that comprise a computer system. Crosslisted as PHYS 232. *Prerequisite: permission of the instructor.* Offered occasionally; not offered 2011-2012.

**250 Electronic Commerce** An introduction to the technological issues in electronic commerce. Topics include networks, the Internet and World Wide Web, Web page design, Web page programming, transaction processing, HTTP, network and e-commerce security, electronic payment systems. Students build an online commerce site using client-side and server-side programming. *Prerequisite: CSCI 261 or permission of instructor.* Offered every other year; not offered 2011-2012.

**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. Students learn how to choose appropriate data structures and algorithms for particular problems. They learn about lists, stacks, queues, trees, sorting, searching, abstract data types, and object-oriented programming using an object-oriented programming language. *Prerequisite: CSCI 161 together with MATH 170 or 180; or permission of the instructor.* Satisfies the Mathematical Approaches core requirement.

**281 Assembly Language and Computer Architecture** Introduction to machine organization, machine structure, data representation, digital logic, and assembly language programming on a RISC based architecture. *Prerequisite: CSCI 261.* Offered Fall term only.

**291 Programming Language Paradigms** This course introduces the functional, dataflow, and logic programming paradigms, and contrasts them with the imperative paradigm underlying languages like C and Java. Concepts from each new paradigm are emphasized through programming assignments in representative languages. *Prerequisite: CSCI 261.* Usually offered Spring term only; not offered Spring 2012.

**295 Problem Seminar** No credit Consideration of a diverse range of problems in computer science from problems in the design of correct and efficient algorithms and the implementation of data structures through problems in the theory of computation. *Prerequisite: CSCI 261 or permission of the instructor.*

**310 Numerical Analysis** Students learn about numerical solutions to linear systems; numerical linear algebra; polynomial approximations (interpolation and quadrature); numerical differentiation and integration. Students also learn about error analysis and how to select appropriate algorithms for specific problems. Crosslisted as MATH 310. *Prerequisite: MATH 280, 290, and CSCI 161 or equivalent.*

lent. Offered occasionally; not offered 2011-2012.

**315 Computer Graphics** This course is an introduction to the process of generating images with a computer. The emphasis is on the design and use of graphical facilities for two- and three-dimensional graphics. Students study the mathematical theory underlying computer generated graphics, and will implement programs utilizing these techniques. The mathematical topics covered include rotations, translations, and perspective. The core pieces of the graphics pipeline used in current graphics hardware are studied. *Prerequisite: CSCI 261.* Offered Fall term only.

**325 Network Programming** This course is an introduction to computer networks. Topics to be covered include the Java programming language, TCP/IP, the implementation of common network programs such as Mail, FTP, Web Browsers and Servers, and client/server programs. Students write programs in Java or C++. *Prerequisite: CSCI 261 and one Computer Science course beyond CSCI 261, or permission of instructor.* Usually offered Fall term only; not offered Fall 2011.

**335 Optimization** This course is about how to find the best—or at least good—solutions to large problems frequently arising in business, industrial, or scientific settings. Students learn how to model these problems mathematically, algorithms for finding solutions to them, and the theory behind why the algorithms work. Topics include the simplex method, duality theory, sensitivity analysis, and network models. The focus is on linear models and models with combinatorial structure, but some nonlinear models are considered as well. Optimization software is used frequently. Crosslisted as MATH 335. *Prerequisite: MATH 280, 290, CSCI 161.* Usually offered every other Spring; not offered Spring 2012.

**340 Software Engineering** Students study 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. *Prerequisite: one of CSCI 281, 361, or 455 with a grade of C- or better.* Satisfies a writing requirement in major contracts and the standard major. Offered Fall term only.

**361 Algorithms and Data Structures** This is a course in advanced data structures, the algorithms needed to manipulate these data structures, proofs that the algorithms are correct, and a runtime analysis of the algorithms. Students study advanced data structures such as Red-Black Trees, 2-3 Trees, Heaps, and Graphs. Students also study algorithm design techniques including Greedy Algorithms, Divide and Conquer, Dynamic Programming, and Backtracking. They also learn about NP-Complete problems. Satisfies a writing requirement in major contracts. *Prerequisite: CSCI 261, 281 (may be taken concurrently), and either MATH 210 or 290 (MATH 290 may be taken concurrently).* Offered Spring term only.

**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. Satisfies the proof-based requirement in major contracts and the standard major. *Prerequisite: CSCI 361 and either MATH 210 or 290.* Offered occasionally; not offered 2011-2012.

**381 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. The class explores the motivations behind the fundamental concepts as well as analyzes their particular implementation in existing machines. *Prerequisite: CSCI 281.* Offered occasionally in Spring; not offered Spring 2012.

**425 Advanced Topics in Computer Science** The topics are 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. *Prerequisite: CSCI 361 and permission of the instructor.* Offered occasionally; not offered 2011-2012.

**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 understanding, machine learning, and philosophical implications. *Prerequisite: CSCI 361 (may be taken concurrently) or permission of instructor.* Offered every other year; offered Spring 2012.

**455 Introduction to Database Management Systems** The design and implementation of database management systems with emphasis on the relational and object-oriented models for data. Topics include data models, design methods and tools for design, SQL, database tools, and implementation issues, and include substantial work with a commercial main-frame relational database management system and associated tools. Satisfies a writing requirement in major contracts and the standard major. *Prerequisite: CSCI 261, and either MATH 210 or 290.* Offered Spring term only.

**460/461/462 Senior Project** 0.5 or 1 unit 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. Students may enroll in either the one-semester, one-unit 460 or the two-semester, 0.5 unit per semester sequence, but not both. Satisfies a writing requirement in major contracts and the standard major. *Prerequisite: CSCI 340, with at least one upper-division computer science course in an area related to the project.*

**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 are developed as needed. Crosslisted as MATH 471. *Prerequisite: MATH 280 and 290; MATH 375 recommended.* Usually offered every other Spring term; not offered Spring 2012.

**475 Operating Systems** Study of the fundamental principles of modern operating systems. Topics include input/output, concurrent processing, memory management, file systems, security, threads, and distributed systems. Students study abstract models as well as actual examples of operating systems such as Windows NT and Linux. *Prerequisite: CSCI 281.* Offered every other Spring term; not offered Spring 2012.

**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. This course is based in part on the course "PL: Programming Languages" as described in the ACM (Association for Computing Machinery) 1991 course recommendations. It gives a formal presentation of programming language translation and compiler writing. The emphasis is on both the theoretical and some of the practical problems posed in implementing a compiler. *Prerequisite: CSCI 281 and MATH 210 or CSCI 370 (CSCI 370 may be taken concurrently).* Offered every other Spring term; not offered Spring 2012.

**491/492 Senior Thesis** Credit, variable up to one unit A senior thesis allows students to explore areas of 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 are normally developed in consultation with the student's research committee. This committee consists of the student's faculty supervisor and two other faculty members. It is involved in the final evaluation of the project. The results are presented in a public seminar or written in a publishable form. *Prerequisite: 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. *Prerequisite: junior or senior class standing and cumulative grade-point average of 3.0.*

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## MUSIC

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Professor: Geoffrey Block; Duane Hulbert; Robert Hutchinson; Pat Krueger; Tanya Stambuk; Keith Ward, *Director*

Associate Professor: Maria Sampen; Steven Zopfi

Assistant Professor: Gwynne Brown; Gerard Morris; Dawn Padula

Artist in Residence: David Requiro

Affiliate Artist Faculty: Joseph Adam; Rodger Burnett; Noelle Burns; Christophe Chagnard; Timothy Christie; Michael Delos; Karla Epperson; Karla Flygare; Gunnar Folsom; Wayne Horvitz; Christina Kowalski; Kathryn Lehmann; Anne Lyman; Jennifer Nelson; Elizabeth Paterson; Paul Rafanelli; Joyce Ramée; Douglas Rice; Stephen Schermer; Ryan Schultz; Judson Scott; Dan Williams; Mark Williams; Fred Winkler; Pat Wooster

### About the School

The School of Music at the University of Puget Sound serves a diverse population, offering course and performance opportunities for more than 400 students each term while providing a rich curriculum for approximately 125 majors and 50 minors. It is recognized nationally for its unique position in offering the breadth of a liberal arts curriculum while maintaining the highest musical standards for those who choose to major in music performance, music education, or music with elective studies in business.

The School of Music offers courses leading to the Bachelor of Music and Bachelor of Arts degrees, and it offers concentrated study through a music minor. Courses for general university students suitable to their background and interest are offered to fulfill certain university core curriculum requirements and to serve as electives.

The School of Music is an accredited institutional member of the National Association of Schools of Music (NASM), the accrediting agency, as designated by the United States Department of Education, responsible for the accreditation of music curricula in higher education. In the field of teacher education, NASM cooperates with the National Council for Accreditation of Teacher Education (NCATE). NASM is also a constituent member of the American Council of Education. Baccalaureate programs accredited are the professional music degrees in performance, education, elective studies in business, and the Bachelor of Arts degree with a major in Music.

In addition, the School of Music offers university students cultural and intellectual enrichment

through music classes, ensembles, and performance study, and it contributes to an active and creative cultural climate on campus. More specifically, goals include measurable skills and understandings developed in courses such as music theory, music history and literature, music education, music business, and performance.

The Bachelor of Music is offered in Performance (piano, voice, organ, and all standard orchestral instruments), Music Education, and Elective Studies in Business. Through this degree students develop the knowledge, understanding, concepts, sensitivity, and competence on a performing instrument that are essential to life as a performing musician, educator, or a professional in the broad field of music business.

The Bachelor of Arts with a major in Music is the traditional liberal arts degree. Students attain a greater understanding of music through broad, flexible coverage of cultural, historical, analytical, and creative issues in the field. Students become familiar with the historical development of a particular musical tradition and learn methods of analysis for critical interpretation of music. They also develop abilities in music performance through studio lessons and participation in performing ensembles. They may construct programs of study that provide a background for the pursuit of graduate study in music theory, music history and musicology, composition, music librarianship, or other music-related fields. Students who wish to emphasize one of these areas in their studies should consult their advisor early in the sophomore year.

An audition on a major instrument or voice is required of all incoming students who wish to major in music or who wish to be considered for music 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 Admission office.

The School of Music plays an important role in contributing to the cultural climate of the campus and surrounding community through frequent concerts, master classes, festivals, clinics, and recitals. Students may participate in a wide variety of performing groups. Certain groups require an audition, while others do not. The performing groups are listed under Course Offerings.

### Applied Music

A four-year course of study in 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 (one-hour lessons); all others take courses 111 through 412 (thirty-minute lessons). Applied Music is not available for audit and may not be taken pass/fail.

Students register for lessons through the School of Music office.

#### *Applied Music Fees, per semester*

Thirty-minute lesson, \$150

Sixty-minute lesson, \$300

#### *Class Lessons*

Class lessons are available in piano and guitar for students who wish to elect this form of applied music instruction or who, in the judgment of the appropriate applied music chair, find the experience necessary to qualify for private instruction.

### General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded

credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Major

1. Entrance audition to demonstrate appropriate background and potential for 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 Approaches core requirement with a course outside of Music.
3. Music majors must attain, maintain membership in, attend, and be registered for credit in the appropriate major university ensemble (band, orchestra, or choir) during all semesters in which they are enrolled. Music majors electing a wind or percussion instrument as their principal performing medium are required to participate in the Wind Ensemble or Concert Band, as assigned; string instruments in the Symphony Orchestra; voice students in the Adelpian Concert Choir, Chorale, or the Dorian Singers, as assigned; keyboard and guitar students in any of the above ensembles. Students may elect to perform in additional ensembles if they desire and are qualified. Music education students must also have experiences in small ensembles.
4. Each major must pass the Keyboard Musicianship Examination, preferably during the sophomore year. Typically, this requirement is completed in the two-year music theory sequence.
5. With the exception of the semester in which Music majors with elective studies in business are registered for an 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 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. Other majors must perform in one noon recital at a minimum during both their junior and senior years.
7. Continuation in all music major degrees is based on ongoing assessment by the faculty of a student's progress in music theory, music history, ensembles, music methods, and applied music. To advance to the junior year as well as to graduate in the major, students must have a 2.3 overall grade point average and a 2.5 music grade point average. Students also must demonstrate excellence in the jury of their major performance instrument in the spring of the sophomore year. Students who are music education majors and/or transfer students will also have a review of their academic performance progress in the junior year.
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 MUS 393 or an equivalent one-semester, in-school teaching experience.
9. Each semester in residence all music majors 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. For transfer students, courses more than 10 years old on their transcripts may not be included in a major or minor offered by the School of Music.

## Bachelor of Music in Performance

### *Keyboard Emphasis (Piano, Organ)*

1. Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2. Four units Music History to include MUS 230, 231, 333, and 493;
3. One-half unit Conducting: MUS 291 or 293;
4. Seven units Applied Music: 6 units of MUS 161 through 462 (major instrument), MUS 353 (Pedagogy and Literature, to be taken by pianists) or MUS 357 (Performance Practice and Literature for Organ, to be taken by organists), MUS 168 or 368 (Chamber Music), and MUS 422 (Junior-Senior Recital);
5. One and one-half units to be chosen from MUS 168/368 (0.5 unit maximum), 220, 221, 222, 235, 236, 301, 335, 337, 341, 354, 390, 392, 393, 394, 401, 402, 493, 494, HUM 316; a maximum of 0.5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);
6. Participation for credit in a performing group each semester as specified under Requirements for the Major;
7. Recital attendance each semester.

### *Voice Emphasis*

1. Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2. Four units Music History to include MUS 230, 231, 333, and 493;
3. One-half unit Conducting: MUS 293;
4. Seven and one-half units Applied Music: 6 units of MUS 161 through 462 (major instrument), MUS 235 and 236 (Diction), MUS 356 (Pedagogy and Literature), and MUS 422 (Junior-Senior Recital);
5. One unit to be chosen from MUS 168/368 (0.5 unit maximum), 220, 221, 222, 291, 301, 335, 337, 341, 390, 392, 393, 394, 401, 402, 493, 494, HUM 316; a maximum of 0.5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);
6. Participation for credit in a performing group each semester as specified under Requirements for the Major;
7. Recital attendance each semester;
8. Two units of a Foreign Language.

### *Orchestral Instrument Emphasis*

1. Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2. Four units History: MUS 230, 231, 333, and 493;
3. One-half unit Conducting: MUS 291;
4. Seven units Applied Music: 6 units of MUS 161 through 462 (major instrument); 1 unit of MUS 168 and/or 368 (Chamber Music); MUS 422 (Junior-Senior Recital);
5. One and one-half units to be chosen from MUS 168/368 (0.5 unit maximum), 220, 221, 222, 293, 301, 335, 337, 341, 390, 392, 393, 394, 401, 402, 493, 494, HUM 316; a maximum of 0.5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);
6. Participation for credit in a performing group each semester as specified under Requirements for the Major;
7. Recital attendance each semester.

## 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 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 with certification in music. Application to the MAT takes place in the senior year. Details are available from the School of Education.

An endorsement in music requires completion of the major. Licensed, practicing teachers who wish to apply for completion of music certification, which includes completion of all music education major courses, should send a letter of application outlining previous certification, experience and goals, all transcripts, and a copy of their Washington teaching license. All unlicensed teacher applicants will be expected to complete the music education major and the fifth-year MAT program for teacher certification in music.

### ***Instrumental and General Emphasis***

1. Four units Music Theory to include 101/103, 102/104, 201/203, and 202/204;
2. Four units Music History to include 230, 231, 333, and 493;
3. Six and three-quarter units Music Education to include MUS 240, 241, 242, 243, 244, 245, 246, 247, 291, 390, 392, 393, and 394;
4. Two units Applied Music 111 through 412 on major instrument (Strings, Winds, or Percussion);
5. Participation for credit in a performing group each semester as specified under Requirements for the Major;
6. Recital attendance each semester;
7. EDUC 419 and 420 recommended as electives.

### ***Choral and General Emphasis***

1. Four units Music Theory to include 101/103, 102/104, 201/203, and 202/204;
2. Four units Music History to include 230, 231, 333, and 493;
3. Seven units Music Education to include MUS 240, 241, 242, 245, 247, 293, 356, 390, 392, 393 and 394;
4. MUS 235;
5. Two units Applied Music 111 through 412 (Voice or Piano);
6. Participation for credit in a performing group each semester as specified under Requirements for the Major;
7. Recital attendance each semester;
8. EDUC 419 and 420 recommended as electives.

Keyboard or other instrumental majors enrolled in the music education choral/general degree program require four semesters of applied 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. The comprehensive music education major requires four semesters of applied voice.

### **Bachelor of Music with Elective Studies in Business**

1. Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2. Four units Music History to include: MUS 230, 231, 333, and 493;
3. One-half unit Conducting: MUS 291 or 293;
4. Two units Music Business: MUS 341 and 498;
5. Three units Business: BUS 205, 305 or 320, and 310 or 335. ECON 170 is a prerequisite for BUS

310 and should be taken to satisfy the Social Scientific Approaches core requirement regardless of whether BUS 310 or 335 is taken; MATH 160 is recommended but not required (satisfies the Mathematical Approaches core requirement);

6. Two units Applied Music: MUS 111 through 412 (major instrument);
7. At least one-half unit to be chosen from MUS 161-462 (by permission of instructor), 168/368 (0.5 unit maximum), 220, 221, 222, 301, 335, 337, 390, 392, 393, 394, 401, 493, 494, HUM 316; a maximum of 0.5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);
8. Participation for credit in a performing group each semester as specified under Requirements for the Major;
9. Recital attendance each semester.

### **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. Four units Music History to include MUS 230, 231, 333, 493;
3. Two units Applied Music (major instrument) to include MUS 111 through 412;
4. Participation for credit in a performing group each semester as specified under Requirements for the Major;
5. Recital attendance each semester.

Students who are planning to study music history or composition at the graduate level are advised to include the following courses in their programs:

*Music History:* Two units: MUS 494, Music History Thesis; and one course chosen from MUS 220, The Broadway Musical; MUS 221, Jazz History; MUS 222, Music of the World's Peoples; or additional unit of MUS 493, Special Topics in Music History.

*Composition:* Three units chosen from the following courses: MUS 301, Analysis of Form and Texture in Music; MUS 401, Counterpoint; MUS 402, Orchestration; MUS 337, Composition; and MUS 437, Advanced Composition.

### ***Minor in Music***

1. Two units Theory: MUS 101/103, 102/104;
2. Two units History from MUS 220, 221, 222, 224, 225, 226, 230, 231, 333, 493;
3. One unit Applied Music: MUS 111 through 212;
4. One unit Music elective (MUS 100 may be taken only in the first or second year);
5. Each Music minor shall register for credit and maintain membership for at least four semesters in the large university music ensemble appropriate to the student's major instrument and ability.

### **Major Area Courses**

#### ***Music Theory***

- 101/103 Music Theory 1
- 102/104 Music Theory 2
- 201/203 Music Theory 3
- 202/204 Music Theory 4
- 301 Form and Analysis
- 335 Jazz Theory and Improvisation
- 337/437 Composition/Advanced Composition
- 401 Counterpoint

402 Orchestration

### **Music History and Literature**

- 100 Survey of Music Literature
- 126 History of Rock Music
- 220 The Broadway Musical
- 221 Jazz History
- 222 Music of the World's Peoples
- 224 The Age of Haydn, Mozart, and Beethoven
- 225 Romanticism in Music
- 226 Twentieth Century Music
- 230 Western Music from Antiquity to the End of the Baroque Era (c. 500 B.C.E. to 1750)
- 231 Western Music of the Classic Era to the Birth of Modernism (1750-1914)
- 333 Western and World Music Since 1914
- 493 Special Topics in Music History
- 494 Music History Thesis

### **Music Education**

- 240 Instrumental Techniques: Brass
- 241 Instrumental Techniques: Percussion
- 242 Instrumental Techniques: Single Reeds, Flute
- 243 Instrumental Techniques: Double Reeds
- 244 Instrumental Techniques: Lower Strings
- 245 Instrumental Techniques: Upper Strings
- 246 Vocal Techniques
- 247 Techniques of Accompanying
- 327 Practicum in Music Education/Music Business
- 393 Introduction to Secondary Music Education
- 394 Introduction to Elementary Music Education

### **Pedagogy and Literature**

- 235/236 Diction for Singers I, II
- 353 Piano Pedagogy and Literature
- 354 Collaborative Piano
- 355 String Pedagogy
- 356 Vocal Pedagogy
- 357 Performance Practice and Literature for the Organ

### **Conducting**

- 291 Beginning Instrumental Conducting and Rehearsal Techniques
- 392 Advanced Instrumental Conducting and Rehearsal Techniques
- 293 Beginning Choral Conducting and Rehearsal Techniques
- 390 Advanced Choral Conducting and Rehearsal Techniques

### **Music Business**

- 327 Practicum in Music Education/Music Business
- 341 Seminar in Music Business
- 498 Music Business Internship Tutorial

### **Applied Music**

- 113 Class Guitar, Beginning Level
- 114 Class Guitar, Intermediate Level
- 111 – 412 Applied Music (thirty-minute lesson)
- 161 – 462 Applied Music (sixty-minute lesson)
- 168/368 Instrumental Chamber Music
- 205 Class Piano I
- 206 Class Piano II

### **Performing Groups**

- 170/270/370 Wind Ensemble
- 172/272/372 Adelpian Concert Choir
- 174/274/374 Symphony Orchestra
- 176/276/376 Chorale
- 178/278/378 *Voci d'Amici*
- 180/280/380 Dorian Singers
- 184/284/384 Jazz Band
- 188/288/388 Concert Band
- 119/319 Opera Theater, Opera Workshop

### **Courses Especially Suitable for Non-Majors**

All Performing Groups (no audition required for Chorale and Concert Band)  
 Applied Music, including classes (subject to audition by instructor and availability)  
 MUS 100, 126, 220, 221, 222, 224, 225, 226, and 230 (Fine Arts Approaches core requirement courses)

### **Course Offerings**

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

#### **Scholarly and Creative Inquiry**

- 121 Musical Film Biography: Fact, Fiction, and Art
- 122 The Punk/Postpunk Rebellion
- 124 The Beatles and U2: Comparative Aesthetics of 60s and 80s Rock Music
- 125 Michael Jackson and Elvis Presley: The Image of Kings

#### **Writing and Rhetoric**

- 123 Music Criticism

**Other courses offered by School of Music faculty.** See *Connections in the Core Curriculum section of this Bulletin for course description (page 43).*

#### **HUM 305, Modernization and Modernism**

Satisfies the Connections core requirement.

#### **HUM 315, Drama, Film, and the Musical Stage**

Satisfies the Connections core requirement.

#### **HUM 316, The Lord of *The Ring*: Wagner's *Ring of the Nibelung***

Satisfies the Connections core requirement.

**100 Survey of Western Music** A survey of Western music from the Middle Ages to the present. Through study of music literature from historical periods and the cultivation of critical listening skills, students develop an understanding of musical styles and structures and the ability to listen perceptively to music. Includes attendance of concert performances either on or off campus. Satisfies the Fine Arts Approaches core requirement.

**101/103 Music Theory 1** 0.5 unit each (101) Development of skills in sight singing, melodic and harmonic dictation, transcription, and keyboard harmony to improve overall musicianship and comprehension of music theory and literature. (103) Introduction to the fundamentals of music theory: scales, key signatures, intervals, triads, seventh chords, harmonic function and progression, four-part voice leading, and period forms. Creation of an original composition. *These two courses must be taken concurrently.* NOTE: Students planning to take Music Theory 1 must complete a proficiency exam before enrolling. Contact Professor Hutchinson (rhutchinson@pugetsound.edu) for an access code to register for the exam. Offered Fall term.

**102/104 Music Theory 2** 0.5 unit each (102) Continuation of MUS 101, including further diatonic intervals and more complicated rhythms in sight singing and melodic dictation, and all diatonic harmonies in harmonic dictation. (104) Study of non-chord tones, secondary chords, and modulation through analysis and four-part writing. Creation of original composition. *These two courses must be taken concurrently.* Prerequisite: MUS 101/103 or advanced placement by examination. Offered spring term.

**109/309 Recital Attendance** No credit Music majors attend 10 concerts, on or off campus, and submit printed programs from these concerts at the end of the semester. Pass/fail grading only.

**111/112, 211/212, 311/312, 411/412 Applied Music** 0.25 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 area. 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 administered through the Music office. May be repeated for credit. Cannot be audited or taken pass/fail. Prerequisite: previous music experience; audition required.

**113 Class Guitar I** 0.25 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.

**114 Class Guitar II** 0.25 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.

**126 History of Rock Music** An historical survey of the history of rock music from its origins in the 1950s through to the present, focusing on its musical elements of style, its principal innovators, the role of technology, and its sociology. Through extensive use of recorded works, this course develops critical listening skills, understanding, and appreciation of rock. Satisfies the Fine Arts Approaches core requirement. Offered occasionally.

**161/162, 261/262, 361/362, 461/462 Applied Music, Performance Majors** 0.5 - 1 unit each Designed for Applied Music students admitted to the Performance degree or other Applied Music students with written permission from the Director of the 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. Cannot be audited or taken pass/fail.

**168/368 Instrumental Chamber Music** 0.5 unit Music for small instrumental ensembles. May be repeated for credit. Prerequisite: permission of instructor.

**170/270/370 Wind Ensemble** 0/0.5/0.5 activity unit Prepares and performs music of many styles. Makes public appearances throughout the year and tours in the Pacific Northwest. Audition required. May be repeated for credit. Pass-fail grading only.

**172/272/372 Adelpian Concert Choir** 0/0.5/0.5 activity unit Prepares and performs varied repertoire for mixed voices. Makes public appearances throughout the year and tours in the Pacific Northwest. Audition required. May be repeated for credit. Pass-fail grading only.

**174/274/374 Symphony Orchestra** 0/0.5/0.5 activity unit Preparation and performance of works for symphony orchestra. Makes public appearances throughout the year. Tours in the Pacific Northwest. Audition required. May be repeated for credit. Pass-fail grading only.

**176/276/376 Chorale** 0/0.5/0.5 activity unit An all-university group for mixed voices. Local performances are scheduled each semester. Audition not required. May be repeated for credit. Pass-fail grading only.

**178/278/378 Voci d'Amici** 0/0.25/0.25 activity unit Selected by audition from the Adelpian Concert Choir, *Voci d'Amici* is a vocal chamber ensemble dedicated to the performance of repertoire from all musical epochs. The ensemble is self-conducted. May be repeated for credit. Pass-fail grading only.

**180/280/380 Dorian Singers** 0/0.5/0.5 activity unit An auditioned ensemble of women singing both accompanied and a *capella* literature and appearing in concert several times each semester. Audition required. May be repeated for credit. Pass-fail grading only.

**184/284/384 Jazz Band** 0/0.25/0.25 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. Audition required. May be repeated for credit. Pass-fail grading only.

**188/288/388 Concert Band** 0/0.25/0.25 activity unit An all-university ensemble for brass, woodwind, and percussion. Performs on campus each semester. Audition not required. May be repeated for credit. Pass-fail grading only.

**201/203 Music Theory 3** 0.5 unit each (201) Chromatic exercises in sight singing, melodic and harmonic dictation, and keyboard harmony to improve overall musicianship and comprehension of music theory and literature. (203) Study of chromatic harmony including mode mixture, the Neapolitan, augmented sixth chords, and enharmonic modulation. Creation of an original composition. *These two courses must be taken in the same term.* Prerequisite: MUS 102/104 or advanced placement by examination. Offered Fall term.

**202/204 Music Theory 4** 0.5 unit each (202) Singing and keyboard exercises in counterpoint, jazz theory, and twentieth-century techniques. Dictation of contrapuntal examples, jazz scales and chords, and twentieth-century sonorities and pitch sets. Harmonic dictation of all chromatic harmonies and modulations. (204) Study of sixteenth- and eighteenth-century counterpoint through composition and analysis; introductory jazz theory; and twentieth-century compositional techniques through analysis of selected literature. *These two courses must be taken in the same term.* Prerequisite: MUS 201/203 or advanced placement by examination. Offered Spring term.

**205 Class Piano I** 0.25 unit Designed for students who have had some prior instruction on the

piano. 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.* Offered Fall term.

**206 Class Piano II** 0.25 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.* Offered Spring term.

**220 The Broadway Musical** A historical survey that focuses on the principal developments and creators of the modern Broadway musical from the 1920s to the present. Through a study of representative musicals the course emphasizes the relationship between music and drama, critical, analytical, authenticity, and social issues, the creative and collaborative process, and adaptation. Satisfies the Fine Arts Approaches core requirement. Not offered 2011-2012.

**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 Approaches core requirement. Offered annually.

**222 Music of the World's Peoples** An introductory survey of the music from world cultures as varied as African, Indonesian, South American, Caribbean, European, Asian, Celtic, and the United States. Students are introduced to the methods of ethnomusicology and to the viewpoint that music is a human activity—a product of its historical, social, and cultural context. Satisfies the Fine Arts Approaches core requirement. Offered Spring term only.

**224 The Age of Haydn, Mozart, and Beethoven** An introductory survey of music of the Classical era (1750-1825). Students explore the historical and stylistic developments of this period through the life and works of the period's three masters, Haydn, Mozart, and Beethoven. Satisfies the Fine Arts Approaches core requirement. Not offered 2011-2012.

**225 Romanticism in Music** An introductory survey of music in the Romantic era (1815-1900) beginning with the late works of Beethoven and Schubert and ending with the works of Mahler and Debussy at the turn of the twentieth century. Students explore historical and stylistic developments through the critical study of representative works from the period. Major genres, the lives of the composers, and the creative process are examined, and the importance of the artist for society is considered. Satisfies the Fine Arts Approaches core requirement.

**226 Twentieth-Century Music** An introductory survey of twentieth-century music. The course will explore the musical styles and cultural ideologies of selected European and American modernists active before and after World War I (e.g., Debussy, Schoenberg, Stravinsky, Ives), varieties of neo-classicism prominent between the wars, the post-World War II avant-garde that introduced electronic and chance music, and postmodernism (including minimalism). Approximately equal emphasis will be given to selected pop styles and genres, jazz, blues, popular song, the Broadway musical, film music, and rock. Satisfies the Fine Arts Approaches core requirement. Not offered 2011-2012.

**230 Western Music from Antiquity to the End of the Baroque Era (c. 500 B.C.E. to 1750)**

Following an introduction to the meanings and purposes of music history and how it is conceived and studied, the course surveys the history of Western music and musical style from its foundations in ancient Greece through the death of Bach and Handel at the end of the Baroque era. Students ex-

plore such topics as the origins and development of sacred and secular monophonic and polyphonic music in the Middle Ages and the continuing development of vocal and instrumental styles, genres, and forms in the Renaissance and Baroque eras. The focus of each class is on detailed historical, analytical, and critical study of representative works and the issues they raise through lectures, class discussions, readings, listening, and writing assignments. Satisfies the Fine Arts Approaches core requirement. Offered Fall term only.

**231 Western Music from the Classic Era to the Birth of Modernism (1750-1914)** A survey of music history that traces the development of Western musical styles, genres, and ideas from the late-eighteenth classical style of Haydn and Mozart, nineteenth-century Romanticism from Beethoven to Mahler, and the birth of Modernism in the late nineteenth and early twentieth centuries. Topics include the development of major instrumental and vocal genres, including the symphony, string quartet, concerto, the solo sonata and character piece for piano, the "Lied" and song cycle, and opera. The focus of each class is on detailed historical, analytical, and critical study of representative works by major figures and the issues they raise through lectures, class discussions, readings, listening, and writing assignments. Offered Spring term only.

**235 Diction for Singers I** 0.5 unit An introduction 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.

**236 Diction for Singers II** 0.5 unit 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.

**240, 241, 242, 243, 244, 245 Instrumental Techniques** 0.25 unit each Class instruction in playing and teaching instrumental music at a beginning level in preparation for teaching in schools. Study of beginning level methods, materials, and literature for solo and ensemble instruments are included. *Prerequisite: MUS 102/104.*

	Must be taken concurrently with:	Semester offered:
240 Brass		Spring term
241 Percussion		Fall term
242 Single Reeds, Flute		Spring term
243 Double Reeds		Fall term
244 Lower Strings	MUS 394	Spring term
245 Upper Strings	MUS 393	Fall term

Please see degree plans for course sequences.

**246 Vocal Techniques** 0.25 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 are also discussed. Not offered 2011-2012.

**247 Techniques of Accompanying** 0.50 unit Class instruction in accompanying skills for the music classroom on piano and guitar. Study focuses on beginning level methods, materials, and literature; ensemble playing in piano duets and as an instrumental and/or vocal accompanist; improvisa-

tional skills, score reading, and further development of chord reading skills. *Prerequisite: basic piano skills (keyboard skills are assessed prior to enrolling) and permission of instructor.*

**291 Beginning Instrumental Conducting and Rehearsal Techniques** 0.5 unit An introduction to the basic elements of instrumental conducting, including: basic conducting technique, preparatory beats, patterns, cues, fermatas, and 4-part score reading. Class time is spent in lecture, discussion, demonstration, and skill refinement. Students conduct an ensemble consisting of class members during regular videotaped conducting labs, with formal and informal evaluation given by the instructor.

**293 Beginning Choral Conducting and Rehearsal Techniques** 0.5 unit An introduction to the basic elements of choral conducting, including: basic conducting technique, preparatory beats, patterns, cues, fermatas, and 4-part score reading. Class time is spent in lecture, discussion, demonstration, and skill refinement. Students conduct an ensemble consisting of class members during regular videotaped conducting labs, with formal and informal evaluation given by the instructor.

**301 Form and Analysis** An exploration of musical language and form, with emphasis on the primary forms of the Baroque, Classical, and Romantic eras, and the melodic and harmonic language of music of the twentieth century. Topics include the Baroque dance suite, sonata form, rondo form, continuous and sectional variations, concerto, pitch-class set theory, and twelve-tone operations, with focus on detailed aural and written analysis. *Prerequisite: MUS 202/204 or permission of the instructor.*

**119/319 Opera Theater** 0.25 activity unit The preparation and performance of works for the musical stage. Audition required. May be repeated for credit. Pass-fail grading.

**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. May be repeated for credit if total credit will not exceed one unit. *Prerequisite: permission of instructor.*

**333 Western and World Music Since 1914** A survey of music history of the classical and popular traditions from World War I to the present and an introduction to world music. Topics include the legacy of modernism, neoclassicism, the post World War II avant-garde, postmodernism, jazz and popular music, and representative non-Western traditions. The class includes detailed analytical, historical, and critical study of representative works through lectures, class discussions, writing assignments, and directed listening. *Prerequisite: MUS 201/203, 230, 231, or permission of instructor.* Offered Fall term only.

**335 Jazz Theory and Improvisation** An introduction to jazz theory and improvisation through the study of selected compositions with emphasis on musical analysis, transcription, and performance. Laboratory required. *Prerequisite: MUS 202/204 or permission of instructor.* Not offered 2011-2012.

**337 Composition** 0.5 unit An introduction to compositional technique through the study of musical form, style, performing forces (including electronic media), text setting, twentieth-century compositional techniques, and analysis of selected compositions. May be repeated for up to 1.5 units. *Prerequisite: MUS 102/104 and permission of instructor.*

**341 Seminar in Music Business** An introduction to the music industry and to the treatment of music as a commodity. Topics include music publishing, licensing, copyright and intellectual prop-

erty, artist management, concert promotion, music unions, merchandising, arts administration, the non-profit sector, the digital revolution, and the recording industry.

**353 Piano Pedagogy and Literature** 0.5 unit Basic concepts of piano techniques and musicianship, and their demonstration in the teaching studio. Selection of teaching materials from method courses for beginning students to repertoire for advanced pianists. Emphasis on creating teaching situations, student demonstration. Survey of well-known piano literature for interpretive guidelines and pedagogical application. Not offered 2011-2012.

**354 Collaborative Piano** 0.5 unit A survey of piano accompaniments from the vocal, string, and wind repertoire covering all stylistic periods comprises the first half of the course. Designed for pianists interested in improving their skills as accompanists. Individual studio lessons for student accompanists with their vocalists and instrumentalists follows in the second half of the semester. *Prerequisite: concurrent applied lessons in piano and permission of instructor.*

**355 String Pedagogy** 0.5 unit An introduction to the pedagogy of string teaching (violin, viola, cello, and double bass) as it applies to individual and small group instruction (i.e., the private studio.) *Prerequisite: One year of string instrument instruction at the college level or permission of instructor.* Offered every other year; not offered 2011-2012.

**356 Vocal Pedagogy** 0.5 unit A study of the singing voice. Includes the structures, mechanics, and acoustics involved in the production of a sung tone, as well as practical methods for developing the voice and correcting vocal faults. Offered every other year; not offered 2011-2012.

**357 Performance Practice and Literature for Organ** 0.5 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 on an as-needed basis.

**390 Advanced Choral Conducting and Rehearsal Techniques** Advanced study of choral conducting techniques, emphasizing strategies for choral pedagogy, vocal warm-ups, advanced meters, and recitative. Class time is spent in lecture, discussion, demonstration, and skill refinement. Students conduct an ensemble consisting of class members during regular videotaped conducting labs, with formal and informal evaluation given by the instructor. Once a week, students conduct a lab ensemble consisting of music education majors, providing an opportunity for the exploration of choral repertoire and rehearsal techniques.

**392 Advanced Instrumental Conducting and Rehearsal Techniques** Advanced study of instrumental conducting techniques, emphasizing strategies for instrumental pedagogy, transposition, score reading, score study, analysis, and aural translation of the printed page. Class time is spent in lecture, discussion, demonstration, and skill refinement. Students conduct an ensemble consisting of class members during regular videotaped conducting labs, with formal and informal evaluation given by the instructor. Once a week, students conduct a lab ensemble consisting of music education majors, providing an opportunity for the exploration of band, orchestra and jazz repertoire and rehearsal techniques. The culminating exam includes conducting a university ensemble in rehearsal and concert.

**393 Introduction to Secondary Music Education** An introduction to foundations of music education with emphasis on junior high and high school band, choir, orchestra, and jazz programs. This course explores theories of learning as applied to music and of teaching as a career. Topics include development of skills in curriculum building, lesson planning, comprehensive musicianship, reflec-

tive teaching and inquiry in music education. Practicum teaching and observing within school music programs is included throughout the semester.

**394 Introduction to Elementary Music Education** A study and practice of general music curriculum and instruction in elementary and middle schools. Students develop teaching goals, strategies, and lessons for singing, playing instruments, listening, composing, improvising, music reading, analyzing, and creative movement. Practicum teaching and observing within elementary school music programs is included throughout the semester.

**401 Counterpoint** Composition of sixteenth- and eighteenth-century polyphony in two, three, and four parts. Topics include the sixteenth-century genres of motet, madrigal, canzonet, fantasia, and the eighteenth-century genres of chorale prelude, invention, and fugue. Students complete and present original contrapuntal compositions. *Prerequisite: MUS 202/204 or permission of the instructor.*

**402 Orchestration** This course includes study of the ranges, techniques, and timbres of each orchestral instrument and addresses common issues associated with scoring for instruments in combination. Topics include arranging music for string ensemble, woodwind ensemble, brass ensemble, percussion ensemble, band, and orchestra. There are listening exams on orchestral literature and on aural recognition of various instrumental timbres both in solo settings and in combination with other instruments. Additionally, students create an original orchestral composition. *Prerequisite: MUS 202/204 or permission of the instructor.* Not offered 2011-2012.

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

**437 Advanced Composition** 0.50 unit each In-depth analysis and application of advanced compositional techniques including pitch-class set theory, serialism, indeterminacy, and extended vocal and instrumental techniques. May be repeated for up to 1.5 units maximum. *Prerequisite: permission of instructor.*

**493 Special Topics in Music History** Topics in Music History are studied in a seminar format. Emphasis is given to cultural and stylistic issues and to methods and techniques of historical research, analysis, and writing. May be repeated for credit. Topic: 20th Century Opera. *Prerequisite: MUS 230, 231, or permission of instructor.*

**494 Music History Thesis** Guided thesis in music history. Topic and scope to be arranged between the student and faculty thesis advisor. *Prerequisite: MUS 230, 231, 493.*

**495/496 Independent Study** Credit arranged Independent study in specific areas; written proposals required. May be repeated for credit. *Prerequisite: permission of the instructor and the Director of the School of Music.*

**498 Music Business Internship Tutorial** Designed to provide music business students with on-the-job experience with participating businesses. The student works with a faculty advisor to develop an individualized learning plan that connects the internship site experience to study in the major. The learning plan includes required reading, writing assignments, and a culminating project or paper. Registration is through Career and Employment Services. *Prerequisite: MUS 341, permission of Director of the School of Music, and approval of the Internship Coordinator.*

## NATURAL SCIENCE

Coordinators: Eric Scharrer, *Chemistry*; James Evans, *Physics*; Jeff Tepper, *Geology*; Sue Hannaford, *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 the School of Education section of this *Bulletin*). It is also a useful major for those interested in a degree leading to graduate work in physical or occupational therapy. This is a logical major for Pre-Physical Therapy students, who must take courses in Biology, Chemistry, and Physics. Dual Degree-Engineering students who elect to complete a degree before entering engineering school may be well served by the Natural Science major. Other students who wish a broad, interdisciplinary approach will want to look closely at the benefits offered by this major. In addition to meeting requirements for a Bachelor of Science degree, it provides for moderate intensification in one field of science as well as a background in other areas of mathematics and the natural sciences. Natural Science majors are not eligible for a double major in Biochemistry, Biology, Chemistry, Geology, Molecular and Cellular Biology, or Physics, nor for a double major in Natural Science.

Students interested in pursuing a major in Natural Science should consult with one of the coordinators listed above.

### General Requirements for the Major

General university degree requirements stipulate that 1) at least four units of the major be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major; and 3) all courses taken for a major must be taken for graded credit. Any exceptions to these stipulations are indicated in the major degree requirements listed below.

### Natural Science Majors

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

#### Biology

Completion of a minimum of 14 units, two units of which must be at the 300/400 level, to include

1. Six units of Biology 111, 112, 211, 212, 311 and one upper-division Biology elective numbered from 312-389 or 400-489;
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 (150 or higher) or Computer Science (161 or higher);
5. Three additional units from the following: BIOL 312-496 (excluding BIOL 398); CHEM 250 or higher; CSCI 161 or higher; ENVR 105; EXSC 221, 222; Geology; MATH 150 or higher; NRSC 201; or PHYS 111 or higher.

#### Note

The upper-division Biology elective specified in #1 above must be completed at the Tacoma campus.

#### 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 of Mathematics (180 or higher);
3. Two units of Physics (111/112 or 121/122) or Biology (111/112);



- Four additional units of Biology, Chemistry, Geology, Physics, or Mathematics/Computer Science. (All courses must be those normally counted toward a major. No more than two of these may be Chemistry courses.)

### Geology

Completion of a minimum of 14 units, to include

- Six units of Geology to include *either* GEOL 101 or 102 or 104 or 110 (only one of these will count toward the major) *and* GEOL 200. GEOL 105 and ENVR 301 may also count toward the major;
- No more than two 100-level Geology courses will count toward the major;
- Two units Mathematics, MATH 110 or higher; may include CSCI 161;
- Two units Chemistry, to include CHEM 110 and *either* 111 or 230;
- Four additional units of Physics, Biology, Chemistry, Mathematics/Computer Science, Geology (206 or higher), or ENVR 105.

### Physics

Completion of a minimum of 14 units, to include

- Six units of Physics (all courses must be those normally counted toward a major);
- Four units of Mathematics, MATH 180, 181, 280 and one additional upper division (300-400 level) unit;
- Four additional units Biology, Geology, Chemistry, Physics, or Mathematics/Computer Science. (No more than two of these may be Physics courses.)

### Notes

- 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.
- The grade criterion within the Natural Science major will follow the requirement of the department corresponding to the emphasis.

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## NEUROSCIENCE

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Steering committee: Roger Allen, *Physical Therapy*; Robin Foster, *Psychology*; Sue Hannaford, *Biology*; and Gary McCall, *Exercise Science*

Neuroscience Faculty: David Andresen, *Psychology*; James Bernhard, *Mathematics and Computer Science*; Cathy Hale, *Psychology*; Martins Linauts, *Occupational Therapy*; Bob Matthews, *Mathematics and Computer Science*; Mark Reinitz, *Psychology*; Justin Tiehen, *Philosophy*; Stacey Weiss, *Biology*

### About the Program

The Neuroscience Program provides a forum for faculty and students interested in the sub-disciplines within the field of neuroscience. The program offers a general introductory course in neuroscience as an elective for all students, and also offers a curricular concentration (interdisciplinary emphasis) that may serve as an enhancement of, or complement to, any major of a student's choice. This interdisciplinary emphasis provides additional opportunities for students to develop skills necessary to become successful scientists and is recognized with a *designation on the transcript upon graduation*. Participation in the emphasis by both faculty and students facilitates involvement in broader neuroscience topics and contributes to a sense of community across departments. A key feature of this program is a research or internship experience in the field. Involving students in research with faculty not only broadens their

knowledge and training in brain sciences, but also kindles an interest in and an appreciation for the methodological, philosophical, and ethical issues with which neuroscientists are concerned. This additional experience significantly improves the training of our students as they prepare for entry into careers in basic research, health care, secondary teaching, and public policy.

### Requirements for the Interdisciplinary Emphasis in Neuroscience

- Completion of five units to include:
  - NRSC 201, Introduction to Neuroscience (*prerequisite: BIOL 111 OR BIOL 101 with permission of instructor OR permission of instructor*). **Note:** Completion of NRSC 201 with a grade of C or better is required to earn an emphasis in neuroscience.
  - Completion of three units of elective courses, at least two from outside the student's major. Selection of elective courses should be made in consultation with a neuroscience advisor.

#### *Biological Foundations of Neuroscience*

BIOL 212, Cell Biology

EXSC 221, Human Physiology

EXSC 222, Human Anatomy

BIOL 361, Biochemical Pathways and Processes OR CHEM 461, Metabolic Biochemistry

BIOL 404, Molecular Biology

BIOL 434, Neurobiology

PSYC 313, Physiological Psychology

#### *Cognitive and Behavioral Neuroscience*

PHIL 228, Philosophy of Mind

PSYC 230, Behavioral Neuroscience OR PSYC 356, Clinical Neuropsychology

STS 318, Science and Gender (Connections)

PSYC 310, Sensation, Perception, and Action

STS 350, Introduction to Cognitive Science (Connections)

PSYC 335, Cognitive Psychology

PSYC 351, Language Development

PSYC 371, Cognition and Aging

PSYC 373, Perceiving Self and Others

CSCI 431, Introduction to Artificial Intelligence

BIOL 472, Animal Behavior

- NRSC 450, Senior Seminar: Special Topics in Neuroscience
- Completion of either an internship or research experience in the discipline and approved in advance by the steering committee. (Note: students must meet with a neuroscience advisor and submit an application for internship/research prior to the end of the second semester of their junior year.) Course credit earned from an internship or research experience does not count toward the required five units of course work outlined above.

### Notes

- Courses taken to fulfill requirements of a student's first major will NOT count towards the Interdisciplinary Emphasis designation.
- Courses may be taken to fulfill both Interdisciplinary Emphasis requirements and Core, minor, second major and university graduation requirements.
- Internship/research may be taken for credit through the Internship Program or the student's major department.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

### Scholarly and Creative Inquiry

#### 160 The Broken Brain

**201 Foundation of Neuroscience** This course provides a survey of the structure and function of the nervous system, neurophysiology, and sensorimotor systems, including examples of neuropathologies (e.g., spinal cord injury, neuropathic pain, and Parkinson’s disease). Students also explore selected topics in depth, such as motivation (e.g., eating and sexual behavior), memory processes, and clinical disorders (e.g., post traumatic stress, schizophrenia, and dementia). This course is required of students pursuing an Interdisciplinary Emphasis in Neuroscience, but is open to all students.

*Prerequisite:* BIOL 111 OR BIOL 101 with permission of instructor OR permission of instructor. Offered Spring 2012.

**450 Senior Seminar: Special Topics in Neuroscience** This course provides a capstone experience for students earning a Neuroscience Emphasis and is designed for senior undergraduates who have completed all other course requirements in the emphasis. This course offers students in the program the opportunity to explore and discuss more sophisticated theories and complex methods in neuroscience than was possible at the introductory level. This seminar features student-led discussions of advanced topics in the discipline, including nervous system organization, neurochemistry, brain plasticity, neural bases of learning and memory, diseases and injury of the nervous system, and neuropharmacology. Also includes evening presentations by guest experts. *Prerequisite:* senior neuroscience emphasis student or permission of instructor. Offered Spring 2012.

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## OCCUPATIONAL THERAPY

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Professor: Anne James; Yvonne Swinth; George Tomlin, *Director*

Associate Professor: Tatiana Kaminsky

Clinical Associate Professor: Martins Linauts

Visiting Clinical Assistant Professor: Margaret Luthman

Academic Fieldwork Coordinator: Kirsten Wilbur

## The Master of Occupational Therapy and Master of Science in Occupational Therapy Degrees

The Occupational Therapy Program offered by the School of Occupational Therapy and Physical Therapy is a post-baccalaureate, graduate, professional entry-level program, leading either to a Master of Occupational Therapy degree (MOT) or a Master of Science in Occupational Therapy degree (MSOT). The program also offers a post-professional Master of Science in Occupational Therapy degree for occupational therapy practitioners who hold a bachelor’s degree.

Any undergraduate major may lead to the successful study of occupational therapy. In fact, the program seeks a diversity of educational backgrounds among its students. A liberal education is a

vital component in the preparation of today’s health care practitioner. Specific prerequisite courses also must be completed before enrollment in the Occupational Therapy Program: EXSC 221/222 (Anatomy and Physiology); PSYCH 220/221 (Human Development through the Lifespan); MATH 160 (Elements of Applied Statistics); and one upper-division course concerning human behavior. (Please note that, at Puget Sound, EXSC 221 and 222 carry a prerequisite of BIOL 111 or equivalent.)

Although most students enter the Occupational Therapy Program having already earned a bachelor’s degree, the MOT or MSOT can be completed as a 3-2 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 3-2 program should work closely with an undergraduate advisor in their major as well as a graduate advisor in the Occupational Therapy Program. During their first year of study in the Occupational Therapy Program, such students retain their status as undergraduates for financial aid, housing, and other purposes. At the time of bestowal of the bachelor’s degree they acquire graduate standing in the Occupational Therapy Program.

Please note that in most years more applications are received for the incoming class than there are spaces available. Applicants who have been or will be granted an undergraduate degree from Puget Sound, however, and who are competitive within the applicant pool, are offered admission prior to transfer students.

For information concerning application procedures and acceptance to degree candidacy, see the Occupational Therapy Program brochure (available in the Office of Admission, the Occupational Therapy Department or online: [www.pugetsound.edu/ot](http://www.pugetsound.edu/ot)). For information on completion of degree requirements for the graduate program in Occupational Therapy see the *Graduate Programs Bulletin*. The course sequence and course descriptions for the MOT and MSOT degrees are contained in both publications.

## Undergraduate Course Offering

**101 Introduction to OT/PT** 0.25 unit This course functions as an advising section for students interested in exploring the fields of occupational therapy and physical therapy in addition to the liberal arts and sciences. There are two major objectives in the course: 1) to define the roles and functions of occupational therapists and physical therapists in a variety of settings, and 2) to explore students’ alternative academic interests to ensure that their courses of study will be chosen in a well-informed and considered way.

### Note

This course is *not* required for either the OT or the PT program, nor will it meet any requirements for those degrees.

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## PHILOSOPHY

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Professor: William Beardsley (on leave 2011-2012); Douglas Cannon, *chair*; Paul Loeb (on leave 2011-2012)

Assistant Professor: Justin Tiehen; Ariela Tubert

Visiting Assistant Professor: Matthew Parrott; Johanna Wolff

## About the Department

Philosophy is the oldest academic discipline. Such fields as physics and politics have their origins

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

For the discipline of philosophy, its history—especially the work of its great figures—is unusually important. Philosophy’s peculiarly reflective and self-critical approach to these questions originated with the philosophers of ancient Greece and developed in a dialogue that has extended across the centuries in philosophical traditions developed in Europe, northern Africa, and western and central Asia. 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 completing the major in Philosophy will have gained

1. The ability to carefully engage in close reading of demanding texts;
2. The ability to produce precise and carefully structured writing, constructing sustained arguments and analyzing and criticizing the arguments of others;
3. The ability to participate extensively in reasoned discussion;
4. The ability to make cogent and carefully constructed oral presentations;
5. Familiarity with and an appreciation of a range of contemporary philosophical texts, theories and methods;
6. Familiarity with and an appreciation of a range of texts and theories drawn from the history of philosophy;
7. Familiarity with and an appreciation of modern deductive logic and the ability to employ the technical resources of symbolic logic in their philosophic work;
8. The ability to develop and defend their own philosophical position and to engage in sustained and critical reflection on their own values and beliefs;
9. The ability to reflect meaningfully on themselves, others and the world.

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, education, media studies, business, public administration, divinity, 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 business, in the arts, in journalism, and in government. Virtually any career that 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 primar-

ily with courses from other departments.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Major

A major in Philosophy consists of the following:

1. PHIL 215, 219, 228, 273, 281;
2. One 400-level seminar: 401, 402, or 403;
3. Four additional courses in Philosophy, three of which must be at the 300 level or higher.

### Notes

1. Introductory courses, numbered between 100 and 110, do not count toward the major.
2. All 200-level requirements should be completed by the end of the junior year.
3. Only one course may be used simultaneously to satisfy core curriculum and the Philosophy Department’s requirements.
4. 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.

## Requirements for the Minor

A minor in Philosophy consists of 5 courses.

1. PHIL 215, 219, and 273;
2. Two additional courses in Philosophy, including at least one at the 300-level or higher.

### Notes

1. Introductory courses, numbered between 100 and 110, do not count toward the minor.
2. 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. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

### Scholarly and Creative Inquiry

- 102 The Posthuman Future
- 103 The Philosophy and Science of Human Nature
- 104 Freedom of the Will and the Concept of a Person
- 105 Democracy and Equality
- 108 Infinity and Paradox
- 109 Life, Death, and Meaning

## Other courses offered by Philosophy Department faculty

**HON 214, Social Scientific Approaches to Knowing**

Satisfies the Social Scientific Approaches core requirement.

**HUM 201, Arts, Ideas and Society**

Satisfies the Humanistic Approaches core requirement.

**HUM 290, The World of Film**

Satisfies the Fine Arts Approaches core requirement.

**HUM 304, Ancients and Moderns**

**101 Introduction to Philosophy** Representative philosophical topics, such as mind and body, the grounds of knowledge, the existence of God, moral obligation, political equality, and human freedom, are discussed in connection with major figures in the philosophical tradition originating in ancient Greece (e.g., Socrates, Plato, Descartes, Hume, Rousseau, and Nietzsche) and with contemporary philosophers who are heirs to that tradition. Satisfies the Humanistic Approaches core requirement.

**215 Ancient Philosophy** A survey of the origins of Western philosophy in Ancient Greece, beginning with the Presocratics and covering Socrates, Plato, and Aristotle. Topics discussed include the origin and composition of the cosmos, the nature of divinity, the possibility and extent of human knowledge, the basis of morality, the nature of the soul and its relation to the body, the nature of love and friendship, the development of political theory, and the meaning of human life and excellence. Philosophical developments are examined against the background of historical changes, as well as pre-existing ancient Greek myth. Satisfies the Humanistic Approaches core requirement.

**219 Seventeenth- and Eighteenth-Century Philosophy** European philosophers of the seventeenth and eighteenth 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 knowledge of the world and how it is acquired. Also included are various accounts of the mind and of its intellectual and sensory capacities.

**224 Logic and Language** This course presents an account of deductive inference in natural language. The logical relations of mutual consistency and equivalence are defined for sentences of English, as is the notion of a valid deductive argument expressed by sentences of English. Theoretical and technical devices are introduced both from standard symbolic logic and from generative grammar, with a focus on grammatical structures that determine logical force. Also considered are philosophical issues about language, mind, meaning, and truth. Readings introduce such important figures in 20<sup>th</sup>-century thought as Gottlob Frege, W.V.O. Quine, Paul Grice, and Noam Chomsky. Satisfies the Mathematical Approaches core requirement.

**228 Philosophy of Mind** This course introduces central issues in the philosophy of mind, especially the relation between mind and body—the brain, in particular—and the nature of consciousness. Other topics may include the possibility of artificial intelligence, the nature of psychological explanation, self-knowledge, psychopathology and psychopharmacology, psychoanalysis, and the concept of a person. Course materials reflect scientific developments in such fields as psychology, neurobiology, medicine, linguistics, and computer engineering.

**243 Aesthetics** This course is a critical examination of the problems that arise in trying to understand the creation, nature, interpretation, evaluation, and appreciation of works of art. Art is viewed in its relation to other aspects of culture such as morality, economics, and ecology. A variety of classical and contemporary perspectives are examined. Offered every two years; not offered 2011-2012.

**252 Philosophy and Literature** This course studies literature as a philosophically interesting medium and as a vehicle for philosophical exploration. Themes of the course may vary, but some typical questions addressed are: What is and is not literature? What is the ontological status of literature, and how does literature relate to the world? How does literature relate to time, history, and memory? What kinds of literature are there? What is the relation between fiction and nonfiction? Does the author exist? What is the relation between intention and interpretation? Why and how does literature move us emotionally? What counts as good or beautiful literature? How does literature relate to other aesthetic forms (such as film)? Offered every two years; not offered 2011-2012.

**273 Formal Logic** A study of the principles and techniques of deductive logic, taking the formal approach that prevails in contemporary practice. Arguments are paraphrased in a formal language and elements of that language are interpreted by being assigned certain simple mathematical structures. Topics include the concepts of consistency, logical consequence, and proof; the logic of truth-functions, quantifiers, and identity; and an introductory consideration of theorems about the formal language and their interpretations themselves (what is called metalogic). The nature of logic, its role in reasoning, and its epistemological standing are considered philosophically. *Prerequisite: MATH 110 or PHIL 224 or permission of instructor.* Satisfies the Mathematical Approaches core requirement.

**280 Social and Political Philosophy** This course explores some of the central questions in Social and Political Philosophy as well as some well-developed attempts to answer these questions: What makes a government legitimate? What should the goal of government be? Is it to maximize justice, to maximize liberty, to provide common defense, or something else? What is justice? What is liberty? Readings are drawn from prominent historical and contemporary thinkers like Plato, Aristotle, Hobbes, Locke, Rousseau, Marx, Mill, Rawls, Nozick, Cohen, Okin. Offered every two years; offered Fall 2011.

**281 Moral Philosophy** This is a course in ethical theory – the attempt to provide a systematic account of our beliefs about what is right and wrong, good and bad. The course pursues answers to questions like the following: What makes for a good life? What, if anything, is of value? What is the nature of morality? What does morality require? To what extent and in what circumstances are we responsible for fulfilling moral demands? Should we care about moral requirements and, if so, why? Does being moral lead to a happy life? Is there a connections between morality and freedom? In addition to a careful study of various classic views, we will consider recent defenses and critiques of these views. Readings are drawn from historical authors like Plato, Aristotle, Kant, Hume, Mill, and Nietzsche, and contemporary authors like Williams, Scheffler, Korsgaard, Singer, Stocker, Baron, and Wolf.

**285 Morality and the Environment** This course focuses on ethical issues surrounding the ascription of value to nature, the possible parochialism of such values, the justification of public policy concerning wilderness and wilderness species, the meaning of “wild” in the twenty-first century, and the human use of animals. In the course we focus our energies as philosophers and ethicists, except insofar as such focus causes us to rethink our positions as scientists and environmentalists. Offered every three years; not offered 2011-2012.

**286 Existentialism** Existentialism describes an influential set of views that gained prominence in Europe following World War II, stressing radical human freedom and possibility, as well as concomitant responsibility and anxiety, in a world bereft of transcendent significance. This course examines the nineteenth-century philosophical roots of such views, their leading twentieth-century philosophical and theological expression, and a few of their most compelling incarnations in literature. Offered every two years; offered Spring 2012.

**316 Chinese Philosophy** This course explores Chinese philosophical texts that focus particularly on the relationship between heaven, earth, and human beings. Most readings are from the classical period of antiquity, which is the most formative period of thought in China. Additional readings are from important thinkers of the Song dynasty (the tenth through the thirteenth centuries). These texts have maintained their importance to the present day and are still influential in the daily lives of many people. Emphasis will be placed on reading primary sources in English translation. Each ancient text will also be accompanied by secondary sources and modern texts that help to bring those works into the lived experience. Offered Fall 2011.

**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. *Prerequisite: one previous course in Philosophy.* Offered every two years; offered Fall 2011.

**322 British Empiricism** This seminar examines the metaphysical and epistemological theories of the British Empiricists of the seventeenth and eighteenth centuries through close readings of Locke's *Essay Concerning Human Understanding*, Berkeley's *The Principles of Human Knowledge*, and Hume's *A Treatise of Human Nature*. It considers 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 is paid to the development of empiricism in the context of scientific and religious controversies in seventeenth- and eighteenth-century Britain. Readings in recent secondary literature are also required. *Prerequisite: PHIL 219.* Offered every two years; not offered 2011-2012.

**326 Philosophy of Language** Philosophers have long regarded language as the essential intermediary between thought and the world. Accordingly, this course studies philosophically important theories about language and more general philosophical conclusions drawn from considerations about language. Central topics concern meaning, reference, inference, existence, and truth. In addition to discursive language, some attention is devoted to systems of notation and of pictorial representation. *Prerequisite: one previous course in Philosophy above the 100 level; PHIL 224 or 273 recommended.* Offered every two years; not offered 2011-2012.

**330 Epistemology: Theory of Knowledge** This course addresses issues about the nature of knowledge, justification, and truth, issues that arise from questions like, "How do you know?" and "Can you be sure?" Epistemology has largely been driven by skeptical worries as to whether knowledge is really possible, whether human reason can discover the truth. Under the influence of Quine, many contemporary philosophers dismiss the challenge of skepticism and recast epistemology as a natural science, allied with psychology. Yet skepticism underlies many currents in the humanities, influencing post-modernism, relativism, social constructionism, deconstruction, and even feminism. In examining these developments, the course addresses works by such philosophers as Bertrand Russell, Ludwig Wittgenstein, Wilfrid Sellars, W.V.O. Quine, Alvin Goldman, Nelson Goodman, Catherine

MacKinnon, and John McDowell. *Prerequisite: one previous course in Philosophy.*

**331 Metaphysics** This course is a survey of some of the central issues in contemporary metaphysics, the area of philosophy devoted to understanding the fundamental level of reality. Topics of the course may include existence and nonexistence, identity, personal identity, possibility and necessity, time and persistence, realism and antirealism, and free will. Featured philosophers may include W.V.O. Quine, Saul Kripke, David Lewis, Judith Jarvis Thomson, and Derek Parfit. *Prerequisite: one previous course in Philosophy.* Offered every two years; offered Fall 2011.

**332 Philosophy of Science** This course consists of a philosophical examination of science. The course examines attempts to describe what is distinctive about science, including views concerning scientific methodology. The course also examines the character of scientific change, asking how one should understand the history of science. This examination leads to a discussion of the nature of scientific knowledge, including whether scientific entities should be considered real and what role values play in the development of science. Issues that arise from particular sciences also may be discussed. *Prerequisite: one previous course in Philosophy or junior standing with a major in Biology, Chemistry, Geology, Natural Science, Physics, or Science, Technology, and Society.* Offered every two years; offered Spring 2012.

**338 Space and Time** Knowledge about space and time has been uniquely influential in epistemology, from ancient times to the present. And metaphysical reasoning about space and time has contributed significantly to physics and cosmology. This course portrays the interaction of philosophy, mathematics, and physics as conceptions of space and time developed historically. It extends that interaction to contemporary discussion of such topics as curved space, relationalism vs. substantivalism, conventionalism, whether space and time are unified, whether time-travel is possible, and whether the now has any special status in the expanse or passage of time. It fosters an interdisciplinary engagement by studying works from three disciplines and by inviting students of each of them to learn from one another. *Prerequisite: PHIL 219 or PHYS 122 or MATH 232.* Offered every two years; offered Spring 2012.

**353 Philosophy and Film** This course studies film as a philosophically interesting medium and as a vehicle for philosophical exploration. Themes of the course may vary, but some typical ones are the difference between image and reality; the nature of art and beauty; the role of values, ideology, and politics; and questions regarding time, history, memory, and identity. *Prerequisite: one previous course in Philosophy.* Offered every other year; not offered 2011-2012.

**361 Aristotle** This course is a moderately comprehensive and systematic treatment of Aristotle, including method, metaphysics, psychology, ethics, and politics. It considers 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 2011-2012.

**366 Kant** This course consists of a careful reading of Kant's *Critique of Pure Reason*, designed to provide a thorough introduction to the epistemological aspect of Kant's critical philosophy. Philosophical issues discussed include the nature of the human mind, the possibility and extent of human knowledge, the reality of space and time, the basis of mathematics and logic, self and personal identity, the foundations of natural science, matter and substance, force and causation, the origin and composition of the universe, freedom of the will, the existence and properties of God, teleology, and the basis of morality. *Prerequisite: PHIL 219.* Offered every two years; not offered 2011-2012.

**378 Philosophy of Law** This course is concerned with the nature of law and the relationship between law and morality. The course is centered on questions like the following: What is the connection between law and morality? Is it morally wrong to break the law? Is breaking the law sometimes morally permissible or even morally required? Should morality be legally enforced? To what extent, if at all, should legal decisions be influenced by moral beliefs? What are the relationships between legal, constitutional, moral, and political rights? How can legal punishment be morally justified? While pursuing answers to these questions through the work of leading legal philosophers, students read a number of actual court cases and discuss specific issues like hate speech, homosexuality, and capital punishment, among others. Cross-listed as PG 348. *Prerequisite: one previous course in philosophy or one course in Political Theory (PG 104, PG 340-348)*. Offered every two years; not offered 2011-2012.

**382 Philosophy of Religion** The course assesses the reasonableness of various forms of religious belief and of irreligion. Noted historical and contemporary authors are read. Readings and discussion tend to focus on the Western religious tradition. Students attempt to develop personal views on the truth of religion and its place in life. Offered every two years; not offered 2011-2012.

**383 Metaethics** This course is concerned with the study of epistemological, metaphysical, and psychological issues related to ethics. The course focuses on questions like the following: Are moral judgments objective or subjective? Are they relative to the speaker or to the community of the speaker? Are there moral facts? If so, what kind of facts are they (e.g., natural, non-natural, psychological)? What motivates moral action (is it reason, desire, a combination)? Does morality provide reasons for action? What is the relationship between freedom and moral responsibility? Readings are drawn primarily from contemporary authors. *Prerequisite: one previous course in Philosophy; PHIL 281 recommended*. Offered every other year; offered Fall 2011.

**387 Recent Continental Philosophy** This course is a survey of some of the leading figures and movements in recent Continental philosophy, with a special emphasis on major French theorists such as Derrida, Foucault, Lyotard, Baudrillard, Deleuze, Irigaray, and Wittig. As preparation, the class reads selections from influential earlier figures such as Plato and Nietzsche. Topics discussed include text, power, postmodernism, technology, death, the body, and gender. *Prerequisite: one previous course in Philosophy*. Offered every two years; not offered 2011-2012.

**390 Gender and Philosophy** This course is a study of a number of philosophical issues related to gender. In investigating various philosophical questions the course considers a diversity of perspectives, exploring such contrasts as those between liberal feminism and radical feminism, between gender essentialism and gender pluralism, and between gender standpoint theories and varieties of social constructivism. The course is concerned first with some metaphysical issues concerning gender: What is it to be a woman as opposed to a man? Are these the only two genders? Is there an essence of womanhood or manhood that goes beyond certain physical characteristics? Are woman and man purely natural categories or are they to some extent socially constructed? Second, with epistemological issues that relate to gender differences: Do women see the world differently from men? What kind of implications does this have for scientific and philosophical knowledge? Are there specifically female ways of thinking or reasoning? If so, to what extent are they marginalized? Finally, with ethical issues related to gender: Granted that women have an equal right to flourish as men do, is a woman's flourishing different from a man's? Are there specifically gendered roles for men and women? To what extent are we culturally biased when we think that women in other cultures are oppressed? To what extent does respect for other cultures require that we respect how women are treated within them? Crosslisted as PG 390. Offered every three years; offered Spring 2012.

**401 Topics in Metaphysics and Epistemology** Conducted as an advanced seminar, the course addresses topics from metaphysics and epistemology, understood to include the philosophy of mind. Each student writes and presents a substantial seminar paper related to the course. Representative course topics include human freedom and the causal order, conceivability and possibility, number and other abstractions, the infinite, *a priori* knowledge, relativism and truth, knowledge of the self, intentionality, mental representation, and the nature of consciousness. *Prerequisite: PHIL 228, PHIL 273, and any two of PHIL 215, 219, and 281*. Offered at least every two years; offered 2011-2012.

**402 Topics in the History of Philosophy** Conducted as an advanced seminar, the course addresses topics from the history of philosophy, typically concentrating on a major philosopher or philosophical movement. Each student writes and presents a substantial seminar paper related to the course. Representative course topics include Plato, the Stoics, Ancient and Modern Skepticism, Aquinas, Rationalism, Hume, Idealism, Nietzsche, the Pragmatists, and Russell and Wittgenstein. *Prerequisite: PHIL 215, 219, and any two of 228, 273, and 281*. Course may be repeated for credit with instructor permission. Offered at least every two years; not offered 2011-2012.

**403 Topics in Value Theory** Conducted as an advanced seminar, the course addresses topics from value theory, understood to include ethics, political philosophy, aesthetics, and philosophy of religion. Each student writes and presents a substantial seminar paper related to the course. Representative course topics include sources of normativity, virtues of character and moral rules, objectivity and moral relativism, the role of reason in ethics, critical theory, ethics and psychoanalysis, and religious commitment and civil liberties. *Prerequisite: PHIL 281, and any three of PHIL 215, 219, 228, and 273*. May be repeated for credit with permission of instructor. Offered every two years; not offered 2011-2012.

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## PHYSICAL EDUCATION

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Director of Physical Education, Intercollegiate Athletics and Recreation: Amy Hackett

Activities Instructors and Varsity Sport Coaches: Michael Adams, Brian Billings, Steve Bowen, Jomarie Carlson, Marsa Daniel, Andy Davis, Brian Doyle, Tiffany Fields, Reggie Frederick, Liana Halstead, Randy Hanson, Sue Hubbell, Craig Kennedy, Justin Lunt, Lyle Maines, Mark Massey, Elyn Moss, Chris Myhre, Reece Olney, Mike Orecchia, Loree Payne, Jennifer Peterson, Michael Rice, Matt Robles, Bryan Smith, and Jeff Thomas.

### About the Program

The Physical Education program offers Puget Sound students 39 different activity courses including fitness, recreational activities, sports skills, and dance. It is the goal of the program to promote the development and maintenance of physical fitness as a lifestyle through sport, recreational, and dance activities; to cultivate in students an understanding of the physiological importance of physical activity; to provide opportunities to develop students' 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 participation.

## Course Offerings

### Intercollegiate Varsity Sports

A. Offered only in one semester at one-half activity unit each. Pass-fail grading only.

101	Cross Country (men and women)	109	Softball (women)
102	Football (men)	110	Crew (men and women)
103A	Soccer (men)	111	Golf (men and women)
103B	Soccer (women)	112	Tennis (men and women)
104	Volleyball (women)	113	Track (men and women)
108	Baseball (men)	115	Lacrosse (women)

B. Offered in both semesters at one-quarter activity unit each. Pass-fail grading only.

105A	Basketball (men)	105B	Basketball (women)
107	Swimming (men and women)	114	Cheerleading (men and women)

### Activity Courses

(One-quarter activity unit each)

Activity classes are offered four days a week for half a semester or two days a week for the entire semester. There are a few exceptions for specialty classes. Consult the schedule of classes for exact starting dates. *Pass-fail grading only unless otherwise indicated.*

**122 Strength Training and Conditioning** 0.25 + activity unit This course introduces the principles of increasing levels of strength and endurance for the student. Instruction of correct lifting techniques, safety, circuit training, setting up individual weight training workouts, and combining flexibility and endurance within workouts are covered. The student in this course is involved in active participation.

**123 Advanced Conditioning** 0.25 + activity unit This course involves advanced lifting techniques, safety, percentage lifting schedule, progressive flexibility skills, and speed/agility development. Each student is given an individualized training program.

**124 Jogging** 0.25 + 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.*

**125 Circuit Training** 0.25+ 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 are covered. The student in this course is involved in active participation.

**126 Individualized Fitness** 0.25 + activity unit Instruction, periodic testing, and personalized, progressively structured cardiovascular fitness program tailored to each individual's capabilities.

**127 Walking for Fitness** 0.25 + activity unit Instruction on the physiological benefits and techniques of various fitness walking styles. The class includes group and individual walks on and off campus. It is intended for the beginning or intermediate walker. Offered Spring term only.

**130 Scuba** 0.25 + activity unit Basic scuba instruction leading to ability to receive certification by the Professional Association of Diving Instructors. Unique consideration: course fee to cover cost of renting certified scuba equipment. Must provide own snorkeling equipment. *Prerequisite: PE 157 or an intermediate level of swimming skills.*

**131 Introduction to Backpacking** 0.25 + 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 consideration: course fee to cover cost of food, equipment, and transportation on hikes. Offered Fall semester only.

**132 Basic Mountaineering** 0.25 + 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 leans heavily on one's ability to read the terrain, navigate with and without map and compass, meet mountain emergencies, and plan for the extended backcountry trip. Skills taught include use of avalanche beacons, ice axe use, and snow analysis. Unique consideration: course fee to cover cost of food, equipment, and transportation on hikes. *Prerequisite: PE 131 or permission of instructor.* Offered Spring term only.

**134 Beginning Rock Climbing** 0.25 + activity unit An introduction to the skills, terminology, and fundamentals of movement utilized in the sport of rock climbing. The class emphasizes safety and movement as well as the basics of climbing-specific training. Upon completion of the course, the individual will possess the necessary skills to utilize the university climbing facility and will have the working knowledge of the basic elements necessary to enjoy rock climbing. Unique consideration: course fee to cover cost of facility fee and harness rental.

**135 Basic Sailing** 0.25 + 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 have attained 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 consideration: course fee to cover cost of equipment rental. Not offered term in which Advanced Sailing is available.

**136 Advanced Sailing** 0.25 + activity unit Advanced Sailing picks 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. Unique consideration: course fee to cover cost of equipment rental. *Prerequisite: PE 135 or permission of instructor.* Offered every third year; not offered 2011-2012.

**137 Beginning Riding** 0.25 + 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 learns 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 to stables and appropriate foot gear. Unique consideration: course fee to cover cost of horses and equipment.

**138 Intermediate Riding** 0.25 + activity unit This course refines the rider's fundamentals of horsemanship as well as the proper administration of care for the horse and equipment. The student has 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. The student needs to be proficient at the walk, trot (posting and sitting), and canter. Unique consideration: course fee to cover cost of horses and equipment. Students provide their own transportation to stables. *Prerequisite: PE 137 and instructor's permission.*

**141 Bowling** 0.25 + activity unit Instruction in scoring, terminology, and fundamental technique for beginning bowlers and, for more advanced bowlers, an introduction to competitive bowling and advanced techniques. Unique consideration: course fee to cover rental of the bowling lanes.

**145 Pickleball/Badminton** 0.25 + activity unit This course is designed as a comprehensive overview of the fundamentals of badminton and pickleball in an effort to develop an appreciation within the student for the benefits of participating in these lifetime activities. Emphasis is placed on the acquisition of good skill technique and an understanding of the kinesiological principles of correct form which allows the student to successfully progress to a higher skill level. An understanding of the rules, terminology, basic histories, safety precautions, strategies, and court descriptions as well as the physiological and sociological benefits of the sports is provided. Offered Spring term only.

**146 Martial Arts** 0.25 + activity unit This class introduces students to the general theory of martial arts and offers instructions for basic techniques. The course helps students to determine their specific area of interest for future study and improvement. Students are required to purchase a martial arts uniform. Offered Fall term only.

**147 Tai Chi for Health** 0.25 + activity unit This class introduces students to one of five major styles of Tai Chi exercise, Yang style. Students learn general theory of Tai Chi, basic Yang style techniques (including pushing hands), and a barehanded Yang style form. Students also learn basics of relaxation and Qi exercise (Qi Gong). Offered Spring term only.

**148 Beginning Pilates** 0.25 + activity unit This course introduces basic pilates techniques (mats only) focusing on core postural muscles which help keep the body balanced. Students work on refining breathing practices, centering, concentration, control, precision, and flexibility to strengthen deep torso muscles. In this noncompetitive class environment, students are encouraged to challenge themselves while accepting any personal limitations. Offered Fall semester only.

**150 Beginning Yoga** 0.25 + activity unit This course introduces basic yoga techniques (postures), breathing practices, and relaxation techniques to the beginning yoga practitioner. During the semester, students work on refining alignment in the asanas, increasing strength and flexibility, and changing stress patterns. In this non-competitive class environment, students are encouraged to challenge themselves while accepting any personal limitations. Alternate postures are taught depending upon individual abilities or needs.

**152 Beginning Golf** 0.25 + activity unit Instruction in scoring, terminology, and fundamental technique. Unique consideration: course fee to cover usage of equipment and facility. Students must provide their own transportation to golf center.

**153 Intermediate Golf** 0.25 + activity unit Instruction in history, terminology, safety, etiquette rules, strategy, and intermediate skills of golf. Unique consideration: course fee to cover equipment and facility usage. Students must provide their own transportation to golf center. *Prerequisite: PE 152 or its equivalent.* Offered Spring term only.

**156 Swimming for Non-Swimmers** 0.25 + 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 Spring term only.

**157 Intermediate Swimming** 0.25 + activity unit This class includes students with a wide range of abilities. The course introduces the crawl, back crawl, sidestroke, and breaststroke. Also included are very basic drills and exercises designed to increase strength and endurance in swimming. *Prerequisite: 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.* Offered Spring term only.

**158 Advanced Swimming** 0.25 + 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 are distance swims, “repeat” and “interval” training sessions. *Prerequisite: PE 157 or be able to pass Red Cross Intermediate Swimming test.*

**159 Lifeguard Training** 0.25 + 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.* Offered Fall term only.

**161 Beginning Tennis** 0.25 + 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 consideration: students must provide their own racquets.

**165 Beginning Racquetball** 0.25 + activity unit This class is designed to teach the basic fundamentals, which includes a brief history, safety measures, the rules, the basic stroke, and some basic strategies of playing the game of racquetball. Unique consideration: students must provide their own racquets. Offered Fall term only.

**166 Intermediate Racquetball** 0.25 + activity unit The class is designed to provide advanced skills and strategies of the game. Unique consideration: students must provide their own racquets. *Prerequisite: PE 165 or appropriate skill level.* Offered Spring term only.

**180 Beginning Ballet** 0.25 + 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. Offered Fall term only.

**181 Intermediate Ballet** 0.25 + 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.* Offered Spring term only.

**183 Beginning Jazz Dance** 0.25 + 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. Offered Fall term only.

**186 Folk Dance** 0.25 + activity unit This course is designed for the beginning and intermediate dancer. A variety of international dances are taught at the beginning-intermediate level. Offered Spring term only.

**187 Ballroom Dancing** 0.25 + 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 are explored. This course is designed for the student with no previous dance training. Offered Fall term only.

**188 Step Aerobics/Dance/Strength** 0.25+ activity unit This course incorporates 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. Unique consideration: course fee to cover equipment items.

**196 First Aid and CPR** 0.25 + activity 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), and training on use of AED are also included. Unique consideration: course fee. Offered Spring term only.

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## PHYSICAL THERAPY

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Professor: Roger Allen

Associate Professor: Jennifer Hastings, *Program Director*

Assistant Professor: Julia Looper (on leave Spring 2012)

Clinical Associate Professor: Robert Boyles; Ann Wilson, *Director of Clinical Education*

Clinical Assistant Professor: Danny McMillian

Visiting Assistant Professor: Kele Murdin (Fall 2011)

### The Doctor of Physical Therapy Program

The Physical Therapy Program is a post-baccalaureate graduate program leading to a Doctor of Physical Therapy degree (DPT). The program is designed to educate an entry-level physical therapist. That is, the graduate student studies to enter the profession rather than to become a specialist within the profession.

A baccalaureate degree is prerequisite for enrolling in the Doctor of Physical Therapy Program. 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 courses by passing each course with a grade of B (3.0) or better. The prerequisites 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); EXSC 221/222 (Human Anatomy and Physiology); MATH 160 (Elements of Applied Statistics) or equivalent; and any one of CSOC 206 (Deviance and Social Control), CSOC 370 (Disability, Identity, and Power), PSYC 101 (Introduction to Psychology), or PSYC 320 (Psychological Disorders) or equivalent. (Please note that EXSC 221 and 222 carry a prerequisite of BIOL 111 or equivalent. While Human Anatomy and Physiology are preferred, Comparative Anatomy and Animal Physiology may be substituted for Human Anatomy and Physiology.) All prerequisites must be completed prior to enrollment in the Physical Therapy Program.

Please note that many more applications are received for each class than there are 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.

For information concerning application procedures and acceptance to degree candidacy, see the Department of Physical Therapy website at [www.pugetsound.edu/pt](http://www.pugetsound.edu/pt). For information on the completion of degree requirements for the graduate program in Physical Therapy see the *Graduate Programs Bulletin*. The course sequence for the DPT and course offerings are described in both resources.

### Undergraduate Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34)*.

#### *Scholarly and Creative Inquiry*

##### 110 Analysis in Health Care

**101 Introduction to OT/PT** 0.25 unit This course functions as an advising section for students interested in exploring the fields of occupational therapy and physical therapy in addition to the liberal arts and sciences. There are two major objectives in the course: 1) to define the roles and functions of occupational therapists and physical therapists in a variety of settings, and 2) to explore students' alternative academic interests to ensure that their courses of study will be chosen in a well-informed and considered way.

#### Note

This course is *not* required for either the OT or the PT program, nor will it meet any requirements for those degrees.

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## PHYSICS

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Professor: Gregory Elliott, *Chair*; James Evans (on leave Fall 2011); Andrew Rex; Alan Thorndike

Associate Professor: Amy Spivey (on leave Spring 2012); Rand Worland (on leave Fall 2011)

Visiting Assistant Professor: Tsunefumi Tanaka; Paul Weber

Instructor: Bernard Bates

### About the Department

The department addresses the needs of physics majors, Dual Degree 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 mission of the Department of Physics is to educate undergraduate students in the fundamental ideas and methods of physics. The department strives to provide an environment of scientific inquiry and discovery on the part of both students and faculty. It offers a curriculum of classical and modern physics that prepares students for careers as scientists and citizens. Students who complete

a Physics major acquire an understanding of the principles of mechanics, optics, electromagnetism, quantum mechanics, and relativity. They will be experienced problem solvers, adept at translating a physical situation into a mathematical problem. They will have experienced the satisfaction and frustration of experimental work. They will be able to learn from books.

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.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Major

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

### *Bachelor of Science*

1. PHYS 121, 122, 221, 222, 305, 351, and 352, and two of the following electives: 209, 231, 232, 262, 299, 310, 322, 411, 412, 494
2. MATH 180, 181, 280, 290, and 301.

### *Bachelor of Arts*

1. PHYS 121, 122, 221, 222, and 231, and four of the following electives: 209, 232, 262, 299, 305, 310, 322, 351, 352, 411, 412, 494
2. MATH 180, 181, 280, 290, and 301.

### *Bachelor of Arts (Engineering, Dual Degree)*

1. PHYS 121, 122, 221, 305, 351, and two additional upper-division (209 or higher) courses;
2. MATH 180, 181, 280, 290, 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

PHYS 121/122 (or 111/112); three additional units at least one of which must be at the 300 level or higher. (Ordinarily PHYS 105, 107, and 109 will not satisfy these requirements.)

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

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

### *Scholarly and Creative Inquiry*

- 103 The Search for Extraterrestrial Intelligence**
- 104 Symmetry in Scientific Thought**
- 108 Empowering Technologies: Energy in the 21st Century**

**Other courses offered by Physics Department faculty** See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 43).

### **HON 212, Origins of the Modern World View**

Satisfies the Natural Scientific Approaches core requirement.

### **STS 314, Cosmological Thought**

Satisfies the Connections core requirement.

### **STS 341, Modeling the Earth's Climate**

Satisfies the Connections core requirement.

### **STS 345, Physics in the Modern World: Copenhagen to Manhattan**

Satisfies the Connections core requirement.

### **STS 348, Strange Realities: Physics in the Twentieth Century**

Satisfies the Connections core requirement.

### **STS 361, Mars Exploration**

Satisfies the Connections core requirement.

**105 Historical Development in the Physical Sciences** An introduction to the developments of physics from the Renaissance to the modern day. The emphasis is on how ideas about nature are formed and why they change. A weekly laboratory session provides an opportunity to perform experiments and report results. Credit for PHYS 105 will not be granted to students who have completed HON 212. Satisfies the Natural Scientific Approaches core requirement. Offered occasionally.

**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. The history of theories of light and color is discussed along with current applications to photography and technology. A weekly laboratory is required. Satisfies the Natural Scientific Approaches core requirement.

**109 Astronomy** A survey of descriptive and physical astronomy, which are given roughly equal stress. Descriptive astronomy involves time reckoning, calendars, and the motions of the sun, moon, and planets. Physical astronomy deals with the composition and origin of the planets and solar system, as well as the evolution of stars and galaxies. A weekly laboratory is required. Satisfies the Natural Scientific Approaches 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. 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. Each course satisfies the Natural Scientific Approaches core requirement.

**121 General University Physics** Fundamental principles of mechanics, gravity, and wave motion are treated. A weekly laboratory is required. Credit for PHYS 121 will not be granted to students who have completed PHYS 111. *Prerequisite: MATH 180 (may be taken concurrently)*. Satisfies Natural Scientific Approaches core requirements. Offered Fall term only.

**121MA General University Physics (integrated with Calculus and Analytic Geometry II)** Fundamental principles of mechanics are treated, including rotational motion and oscillations. A weekly laboratory is required. This is the physics portion of an integrated class and must be taken with MATH 122PH. Satisfies the PHYS 121 requirement for a physics major or minor. Credit for PHYS 121 will not be granted to students who have completed PHYS 111. *Prerequisite: MATH 180 or its equivalent*. Satisfies the Natural Scientific Approaches core requirement. Offered occasionally.

**122 General University Physics** Fundamental principles of heat, electricity, magnetism, and optics are treated. Topics from the early twentieth century are introduced, leading to the Bohr model of the atom. A weekly laboratory is required. Credit for PHYS 122 will not be granted to students who have completed PHYS 112. *Prerequisite: PHYS 121 and MATH 181 (may be taken concurrently)*. Satisfies the Natural Scientific Approaches core requirement. Offered Spring term only.

**122MA General University Physics (integrated with Multivariable Calculus)** Fundamental principles of gravitation, electricity, magnetism, waves, and optics are treated. A weekly laboratory is required. This is the physics portion of an integrated class and must be taken with MATH 280PH. Satisfies the PHYS 122 requirement for a physics major or minor. Credit for PHYS 122 will not be granted to students who have completed PHYS 112. *Prerequisite: MATH 181 or its equivalent and PHYS 121 or its equivalent*. Satisfies the Natural Scientific Approaches core requirement. Offered occasionally.

**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 the Natural Scientific Approaches core requirement.

**209 Introduction to Astrophysics** Astrophysics is the application of the laws and principles of physics to answer questions about the cosmos. This course develops the physics necessary to understand the origins, properties, and evolution of planets, stars, and galaxies as well as investigating the application of physics to questions of cosmological significance. The semester is divided between studying the theoretical tools astrophysicists have developed and using those tools with several small hands-on archival data analysis tutorials. Each student will end the semester by completing an individual observational or theoretical research project. *Prerequisite: Phys 121/122 and Math 180/181, or permission of instructor*.

**221 Modern Physics I** The physics of waves is studied with emphasis on the nature of light, includ-

ing propagation, interference, diffraction, and polarization. The constant speed of light leads to a careful study of the theory of special relativity. A weekly laboratory is required. *Prerequisite: PHYS 122 and MATH 280 (may be taken concurrently)*. Satisfies the Natural Scientific Approaches core requirement.

**222 Modern Physics II** A continuation of PHYS 221, this course is an introduction to quantum mechanics with applications to atomic and solid state systems. A weekly laboratory is required. *Prerequisite: PHYS 221*. Satisfies the Natural Scientific Approaches core requirement.

**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 that make up a computer system. Crosslisted as CSCI 232.

**262 Computational Tools for Physics** This course introduces students to common techniques and tools for finding and exploring the solutions to physical problems using computational tools. Students gain a working familiarity with software packages commonly used in physics and other sciences such as *Mathematica* (primarily for symbolic manipulations and graphing), *MATLAB* (primarily for numerical and array manipulations and graphing), *LaTeX* (for precise scientific word processing), Numerical Recipes using C programming languages (for numerically solving problems). Students learn to apply these tools to all branches of physics throughout their career. Extensive programming experience is not required. Laboratory required. *Prerequisite: PHYS 121, 122, and 221, or permission of instructor*.

**299 The History and Practice of Ancient Astronomy** This course treats the ancient astronomical tradition from its beginnings around 700 BC down to its culmination in the astronomical Renaissance of the sixteenth century. Attention is devoted not only to the emergence of astronomy as a science, but also to the place of astronomy in ancient life, including its use in timetelling, and its affiliations with literature and philosophy. The treatment of ancient technical astronomy is thorough enough to permit the student to apply ancient techniques in practical problems, e.g., in the design of sundials and the prediction of planet positions. Concrete models and scale drawings are used to deepen understanding and to simplify analysis, but some geometry is required. *Prerequisite: one course satisfying the Humanistic Approaches core*. Satisfies the Natural Scientific Approaches core requirement.

**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. *Prerequisite: 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. *Prerequisite: PHYS 305 and MATH 280, 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.* Offered Spring 2012.

**351 Electromagnetic Theory** Theory of electrostatic and magnetostatic fields is discussed, with emphasis on the theory of potential, harmonic functions, and boundary value problems. *Prerequisite: PHYS 122, MATH 280 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. *Prerequisite: 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** Advanced topics in mechanics, optics, quantum mechanics, or other fields are studied. This course is offered in response to student interest in particular advanced topics. *Prerequisite: PHYS 305, 351, or permission of instructor.* Offered occasionally.

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## POLITICS AND GOVERNMENT

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Professor: Karl Fields; William Haltom; Patrick O’Neil, *Chair*; Donald Share (on leave 2011-2012); David Sousa (on leave 2011-2012)

Associate Professor: Lisa Ferrari, *Associate Academic Dean*; Alisa Kessel, *Phibbs Assistant Professor of Political Theory*; Daniel Sherman; Seth Weinberger

Assistant Professor: Rachel DeMotts, *Mellon Assistant Professor of Global Environmental Politics*; Robin Jacobson

Visiting Assistant Professor: Kelly Erickson; Holley Hansen

### About the Department

Politics is about the struggle over power, authority, freedom, security and peace—the core issues of public life. The Department of Politics and Government trains students to understand these issues at the local, national, and international level, by providing a wide-ranging yet integrated study of politics and governance. In order to gain these understandings, the Department of Politics and Government provides a rigorous training in political issues, policies, and institutions as well as in research, analysis, and writing. The major emphasizes both cultivating an understanding of politics and developing skills that will enable students to become effective political and civic actors in their own right.

Given the diversity of topics within political science, the Department of Politics and Government is divided into four subfields. Students concentrate in one of these subfields, allowing them to specialize while still providing flexibility in their own intellectual pursuits. The subfields include:

American Politics: The study of domestic political institutions and policy

Comparative Politics: The study of political institutions and policies outside of the United States

International Relations: The study of relations between countries and other global actors

Political Theory: The study of political philosophy and political norms and ideals

While students concentrate in one of the four subfields, they are required to take courses from outside their major concentration. In addition, many department courses straddle more than one subfield, ensuring that each is part of a cohesive education in political science.

Students majoring in Politics and Government are expected to master the tools of research and analysis. Politics and Government 250, a required course on research and writing in the discipline encourages students to develop these skills well in advance of graduation and alongside other students in the major. Building upon these skills, students complete the major with a capstone research seminar where they produce a senior thesis. Many students also choose to do internships and study abroad programs in order to broaden their academic experience. The department can provide guidance as to which study abroad programs may best meet the needs of students as well as helping place students in internships in the local area, in Washington, D.C., or overseas, and assisting them in receiving credit for this work.

The Department of Politics and Government provides its majors with information on a wide range of resources, including fellowship opportunities, summer programs, internships, alumni connections, employment and educational opportunities. These are maintained on the departmental blog and website. After graduation, many majors pursue careers and advanced degrees in political science, public policy, international development, diplomacy, business, and law. The department faculty draws upon their experiences, as well as those of alumni, to guide Politics and Government majors, helping them to find and realize their goals, wherever those goals may take them.

### General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

### Requirements for the Major

1. Completion of a minimum of ten units in the Department of Politics and Government to include
  - a. Three 100-level courses (PG 101, 102, 103, or 104);
  - b. PG 250;
  - c. Five 300-level courses, three of which must be taken in the student’s area of concentration within the discipline:
    - U.S. Politics: PG 304, 305, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 346
    - Comparative Politics: PG 321, 323, 325, 326, 336, 337, 347, 350, 372, 378, 380, 381, 382; IPE 380
    - International Relations: PG 331, 332, 333, 334, 335, 336, 337, 338, 339, 343, 350, 381, 382; IPE 380
    - Political Theory: PG 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 390
  - d. One 400-level Senior Seminar in the student’s area of concentration;
2. One statistical methods course (MATH 160 or equivalent) or completion of one unit of Chinese, French, German, Greek, Latin, Japanese, or Spanish at the 201 level or above (or other languages approved by the department).

3. At least five units of the total must be completed at Puget Sound.
4. Any deviation from these requirements requires written approval by the chair of the Politics and Government Department.

### Requirements for the Minor

1. Completion of a minimum of five units in the Department of Politics and Government to include
  - a. Two 100-level courses (PG 101, 102, 103, or 104);
  - b. Three units at the 300 level. One course may be at the 400 level;
2. Any deviation from these requirements requires written approval by the Chair of the Politics and Government Department.

### Notes for Majors and Minors

1. Students who study abroad may apply two approved courses toward their Politics and Government Major.
2. With prior approval of the Politics and Government Department, one unit of PG 498 may apply toward the major.
3. Independent study and IPE upper-division courses may count toward the major with prior approval of the department.
4. The Politics and Government Department will determine on a case-by-case basis the acceptability of courses that may be applied to a major or 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. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

#### Scholarly and Creative Inquiry

##### 137 Politics of Terror

**Other courses offered by Politics and Government Department faculty.** See *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 43).*

##### ASIA 344, Asia in Motion

Satisfies the Connections core requirement.

**101 Introduction to U. S. Politics** This course introduces students to the institutions and processes of U. S. politics. It covers all of the fundamental principles and important decision makers, giving to students the necessary breadth and understanding to take more advanced and more specialized courses. In addition, it prepares students to evaluate the guiding values of the polity, both in theory and in practice. Satisfies the Social Scientific Approaches core requirement.

**102 Introduction to Comparative Politics** How do we understand the fall of Apartheid in South Africa, the rise of Islamic Fundamentalism in Iran, the troubles of Russia’s post-Communist regime, and China’s attempt to blend communism with capitalism? This course provides students with the tools to understand these and other questions about how politics works around the globe. The study of comparative politics focuses on the basic foundations of political life and how these institutions differ in form and power around the world. This introductory course deals with such central con-

cepts as nation and state, citizenship and ethnicity, political ideology, religious fundamentalism, revolution, terrorism and political violence, the relationship between politics and markets, democracy and authoritarianism, electoral systems and different forms of representation, development and globalization. These concepts are investigated through a number of country case studies, which may include the United Kingdom, Japan, Russia, China, Iran, India and South Africa, among others. Satisfies the Social Scientific Approaches core requirement.

**103 Introduction to International Relations** What are the causes of war between states? What conditions help make peace more likely? Is the international distribution of economic assets just? Why is it so difficult to increase the amount of cooperation between states? What role can non-states actors play in international politics? These are just some of the questions considered in this course. By focusing on the interaction of contemporary and historical international actors—including states, intergovernmental organizations, and non-governmental organizations—this course examines the interplay of political, economic, social, and cultural factors that influence the international distribution of power and wealth and contribute to world conflict and cooperation. Specific areas of study include causes of interstate war, terrorism, economic globalization, and international law and organizations. Satisfies the Social Scientific Approaches core requirement.

**104 Introduction to Political Theory: The Perennial Issues** This course is designed to provide an introduction to the enduring figures and texts of ancient, classical, and modern political thought (such as Plato, Locke, Hobbes, Machiavelli, Marx, Rousseau, Wollstonecraft, and Du Bois) that enhance our understanding of the formation of political community. Course readings allow students to investigate crucial themes in the development of political theory, including political authority, sovereignty, citizenship, and political identity and behavior. Satisfies the Social Scientific Approaches 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. *Prerequisite: Any two introductory courses (PG 101 through 104).* Offered every semester.

**304 Race and American Politics** Race is central to understanding American politics. This course asks the questions: what does race mean; how has it changed over time; what is the relationship between race and ethnicity and power; and what is the role of race in American politics. This course examines these questions by looking at a variety of historical and contemporary moments, and a variety of political forces including electoral politics, social movements, government institutions, and everyday politics. By the end of this course, students should be able to talk critically about the evolution of the concept of race in America, identify how race shapes our political language and outcomes, and evaluate contemporary racial politics. *Prerequisite: PG 101.* Not offered 2011-2012.

**305 U.S. Environmental Policy** This class focuses on environmental policymaking and policy in the United States, emphasizing developments since the emergence of the modern environmental movement in the late 1960s. It offers an overview of environmental policymaking institutions and the key policies of the national and state governments, and explores the challenges that have come with the emergence of new issues and interests in the environmental policy field. The class gives special attention to the strengths and weaknesses of current policies and the prospects for significant reform of the “green state.” *Prerequisite: PG 101.* Offered every three years; not offered 2011-2012.

**308 Perspectives on American Politics: Ideology, Identity, and Corruptions of the Republic** This course explores many visions of the corruption of the American republic, exploring concerns

grounded in the liberal and civic republican and constitutional traditions, commitments to and deviations from the core commitments of the American “creed,” religious values, pluralism, the partisan and ideological “spirit of faction,” and the abandonment of the hope that, to borrow from Richard Rorty (through James Baldwin), we can “achieve” a country. The reading list includes books that engage broad themes in American politics and American political development, and this course exposes students to those themes while working through the multifaceted meanings of corruption, and the political consequences of these perceptions of corruption. *Prerequisite: PG 101, Junior or Senior Standing.* Offered every three years; not offered 2011-2012.

**309 Applied Environmental Politics and Agenda Setting** This course examines the politics underlying the societal decisions we make regarding the environment. It is more ambitious than a survey of environmental problems in the U.S. because problems do not speak for themselves. While environmental problems reflect certain empirical realities about our physical world, they come to our attention through human contests over values. Environmental problems are strategically defined, managed, promoted, and challenged by a complex array of social actors. The essential question for this course is: Why do some environmental problems rise on governmental agendas while other problems are neglected? Students in this course 1) develop enduring understandings of the politics affecting our societal environmental decisions; 2) cultivate analytical and research skills that reveal the values, incentives, and strategies of political actors affecting environmental policy; and 3) gain familiarity with a range of national and regional environmental problems. The content of this course is divided in half between the theory and application of environmental politics. The first half of the course grapples with theoretical questions central to environmental politics. It explores and critically assesses existing theoretical frameworks and concepts that attempt to explain the values that influence environmental decisions, the strategic selection and definition of the environmental problems we address as a society, and the identification of solutions to these problems. The second half of the course centers on an applied project concerning environmental politics in our region. Work on this project involves engaging environmental stakeholders and decision makers to develop a set of local case studies. *Prerequisite: PG 101.* Offered every other year; not offered 2011-2012.

**310 Presidency and Congress** The course focuses on the historical development of the legislative and executive branches, focusing on the interactions between Congress and presidents in policy making process. Some offerings of the course focus heavily on the presidency, and others are more focused on Congress; recent offerings have used a single presidency as a long case study of problems in presidential leadership and the workings of the legislative and executive branches. Prospective students may wish to consult the instructor. *Prerequisite: PG 101.* Usually offered every year; next offered Fall 2012.

**311 Politics of Detention: Criminal Justice, Immigration, and the War on Terror** Detention is one of the most extreme forms of state control. This class explores the theoretical justifications for state detention, the effectiveness of this policy tool, the politics that lead to its use and acceptance, and the impacts of detention, both on the individual and various communities. Looking at the variation across three policy areas, criminal justice, the war on terror, and immigration, highlights what forces are at work on all three and what pulls the practices of detention in different directions, providing leverage on questions of justice, the balance of power, and the role of identity in public policy formation. Offered every other year; offered Fall 2011.

**312 Parties, Elections, and Campaigns** In a government based on “the consent of the governed,” elections are fundamental. They provide citizens with the opportunity to choose their leaders, and in the process pass judgment on the past performance of officials and broadly indicate the direction

they want government to take in the future. This course approaches the study of parties, elections, and campaigns through the lens of presidential and congressional elections, focusing on the purpose, process, and problems of electing our nation’s leaders. It looks at how the system works, how it came to be, what citizens want it to accomplish and what it in fact accomplishes, and what the possibilities and limits of reform may be. At the end of the course, students should be able to give an in-depth, well reasoned, and historically informed answer to the question, “Is this any way to run a democracy?” *Prerequisite: PG 101.* Offered every other year; next offered Fall 2012.

**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 101.* Offered every year.

**314 U.S. Public Policy** There is widespread pessimism about the performance of American national government over the last 35 years. This course examines this gloomy conventional wisdom, exploring its analytical and ideological roots and its critique of American political institutions and public policy. The class then interrogates 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 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 101.* Offered every other year; not offered 2011-2012.

**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 101.* Offered every other year; offered Spring 2012.

**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 101.* Offered every other year; offered Fall 2011.

**317 U.S. Political Economy** This course focuses on questions about the relationship between capitalism and democracy and the ways that the harmonies and tensions between these great systems—and the broad process of “creative destruction” given us by the dynamism of the market—give shape to contemporary politics. The course explores theoretical perspectives on the relationship between the state and the market, the idea of American exceptionalism and challenges to market values that have emerged within the American political tradition, theories of justice and public attitudes about the legitimacy of market outcomes, and the political, social, and cultural consequences of economic change. *Prerequisite: PG 101.* Offered occasionally; not offered 2011-2012.

**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 101.* Offered every other year; not offered 2011-2012.

**319 Local Politics** This course in American politics focuses on key questions about local governance. Students explore institutional structure, civic engagement, local economics, and demographics to understand how decisions are made, power is wielded, and community needs are met. Students engage in sustained field work throughout the term. Placements include municipal, county, and non-profit organizations. *Prerequisite: instructor permission.* Offered every other year; offered Spring 2012.

**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 is comparative, and students should expect to study a number of substantive themes such as the decline of “postwar 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. *Prerequisite: PG 102.* Offered occasionally; offered Spring 2012.

**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 102 or permission of instructor.* Offered every other year; not offered 2011-2012.

**325 African Politics** Understanding the diverse experiences of the peoples of Africa requires engagement with the cultures, politics, religions, and perspectives of people in more than fifty countries across a vast continent. While such engagement can hardly be accomplished in a semester, we will attempt to scratch at the surface in different ways that reveal ideas, experiences, and thoughts that reflect political life and culture in Africa south of the Sahara in a more reflective manner. *Prerequisite: PG 102.* Offered every other year; offered Fall 2011.

**326 People, Politics, and Parks** Conserving wild places through the creation of national parks is not only a reflection of environmental priorities, but a profoundly political undertaking that can bring significant changes to local landscapes. This course examines the intersection of protected areas and political priorities in local, regional, and global context, including discussion of issues such as tourism, human-wildlife conflict, forced displacement, and community-based conservation. Crosslisted as ENVR 326. *Prerequisite: ENVR 110 or a PG course.* Offered every year; offered Spring 2012.

**330 Nuclear Politics** Nuclear weapons have transformed international politics. While we all live under the shadow of nuclear annihilation we also all enjoy an international system that has been free of great power war for over 65 years, a fact that some analysts argue is partially due to the efficacy of nuclear deterrence. New fears of proliferation and terrorism make the issue of weapons one of enduring importance. This course examines the meaning of the “nuclear revolution,” why states seek or forgo nuclear weapons, the history and logic of nuclear strategy, and efforts to limit the spread of these weapons. Among the cases examined in the course are the US and the USSR in the Cold War, Argentina, Brazil, China, India, Israel, North Korea, Pakistan, and South Africa.

**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:*

*None; PG 103 strongly recommended.* Offered every year.

**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 103.* Offered every other year; not offered 2011-2012.

**333 Human Rights and International Law** Human rights have become the dominant currency for moral argument and humanitarian action in foreign policy. Trade agreements, military interventions, and international criminal justice are now invariably pursued with reference, sincere or otherwise, to the idea of human rights. And yet there is little agreement on what human rights are and whether their advocates have the authority to change global political relations significantly. This course examines some of the major controversies surrounding human rights law in foreign policy and international politics. The course begins with conceptual questions relating to the content of human rights, their evolution, and their alleged universality. It addresses these topics in historical context, focusing in particular on eighteenth-century debates and the institutional developments in the mid-twentieth century that gave birth to the contemporary human rights system. The second part of the course considers the implementation and enforcement of human rights, with special attention to the limits posed by state sovereignty and the role of non-state actors in the practice of law-making. Finally, the course looks at major problems in international criminal justice and laws of war, including a discussion of recent events relating to the treatment of prisoners and the prohibition against torture. Students complete the course with a richer understanding of the complexity of human rights as an imperfect but inescapable vehicle for law and morality in international politics. *Prerequisite: PG 103.* Offered occasionally; not offered 2011-2012.

**334 Ethics in International Relations** This course focuses on the role of ethics and moral arguments in international relations. The dominant theoretical traditions in international relations give little attention to moral and ethical concerns. This course examines the status and potency of individuals’ moral and ethical preferences in international politics, the capacities of social institutions such as churches to affect international politics, and efforts to justify war on moral and ethical grounds. *Prerequisite: PG 103.* Offered occasionally; not offered 2011-2012.

**335 Global Security** This course explores evolving threats to global peace and stability in the post-Cold War era. The class tests the efficacy of traditional theories about international conflict through the examination of a number of contemporary security problems. Attention focuses 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 103.* Offered every year.

**336 Terrorism** This course examines the phenomenon of terrorism on many different dimensions. First, it explores what is meant by the term “terrorism,” and the question of “Is one man’s terrorist another man’s freedom fighter?” Next, the class considers why certain groups turn to terror. What do they hope to accomplish and how does terrorism help them achieve their goals? The course then looks at various examples of terrorism and strategies to combat it. Is terrorism best fought like a military conflict or like an international crime? How can states hope to protect themselves? Ethical issues are also addressed, such as how the needs of national security are balanced against the requirements of civil liberties in a free, democratic society. Finally, the course considers the War on Terror itself, analyzing its strategies and tools and assessing its purpose and efficacy. *Prerequisite: PG 102 or 103.* Offered every other year; offered Spring 2012.

**337 U.S. – Canadian Relations** This course examines the current relationship between the United States and Canada. After a brief overview of U.S. and Canadian political institutions, and initial efforts to distinguish American and Canadian political culture, this course then focuses on contemporary issues in the complex political, economic and social relationship between the two states. *Prerequisite: PG 102 or PG 103.* Offered occasionally; not offered 2011-2012.

**338 Constitutional Law of U.S. National Security** The course examines the constitutional law of U.S. national security policy. It explores classic constitutional issues, such as separation of powers, war powers of the President and Congress, intelligence operations, and treaty-making, as well as contemporary policy issues, such as domestic wiretapping, and the internment and trial of suspected terrorists. *Prerequisite: PG 101, 103, or permission of instructor.* Offered every other year; offered Fall 2011.

**339 US Foreign Policy in the Middle East** The Middle East (in its most expansive definition) is the site of the majority of the US foreign policy crisis issues. Occupations and insurgencies in Iraq and Afghanistan endure; the Arab/Palestinian-Israeli conflict continues; and now Iran and the issue of nuclear proliferation looms large. This course explores what US policy in the Middle East has been and why the US acts as it has in the region. Not offered 2011-2012.

**340 Democracy and the Ancient Greeks** This course examines ancient Athenian political philosophy and applies the questions raised in those texts to contemporary political challenges. In light of the ideas, words, and deeds of thinkers from ancient Greece, students ask themselves: “how shall we live, and what shall we do in our time?” Thinkers studied typically include Homer, Thucydides, Aristotle, and Plato. The course also explores Greek satire and tragedy. Usually offered every three years; offered Fall 2011.

**341 Liberalism and its Critics** This course examines the theoretical foundations of liberalism and radical critiques of it from both the left and the right. In addition to exploring the political implications of the various conceptions of nature, human nature, justice, freedom, and equality found in the works of various thinkers, students use their arguments to reflect on contemporary liberal democratic theory and practice. Thinkers studied typically include Locke, Rousseau, Burke, Marx, Nietzsche, and others. Credit for PG 341 will not be granted to students who have received credit for PG 441. Offered every other year; offered Fall 2011.

**342 Contemporary Democratic Theory** This course explores an on-going debate in contemporary political theory about the nature, challenges, and limits of democracy. Students explore liberal, deliberative, and radical theories of democracy and develop a sense of the central challenges of democratic governance in our time. Central themes include freedom, justice, identity, citizenship, collective decision-making, and the state. *Prerequisite: PG 104.* Usually offered every year; not offered 2011-2012.

**343 The Political Philosophy of International Relations** What is justice? How should society be governed? What is the good life? Questions like these, while abstract and philosophical, underpin all international political disputes, and understanding them is a first step towards resolving the conflicts inherent in international relations. This course seeks to draw connections between the problems of international politics and the world of political philosophy. It traces the history of political thought, from ancient Greece and its protean ideas of both realism and idealized governance through the hard-nosed politics of Machiavelli and Hobbes and the modernized idealism of Kant and Grotius up to the present-day thinking of such international relations scholars as Morgenthau, Waltz, and

Walzer. In doing so, the class explores the connections linking political thinking and events across time, taking lessons from different times and applying them to the problems of today. The course concludes by examining four case studies of real policy problems, including humanitarian intervention, the role of international law, and the invasion of Iraq, through the lens of political theory. *Prerequisite: PG 104.* Offered every other year; not offered 2011-2012.

**344 American Political Thought** In the words of former British Prime Minister Margaret Thatcher, “Europe was created by history; America was created by philosophy.” The history and character of the United States cannot be understood without careful examination of the ideas, theories, and philosophies that underpin the American nation. This course examines the various strands of American political thought, beginning with the early political thought of the Puritans. Much attention is paid to the theories that unite the United States, such as the adoption of the Declaration of Independence and the Constitution, as well as those ideas that have divided the nation, such as race and slavery during the Civil War. The course concludes by considering the enduring tensions in American liberalism and the modern civil rights era. Offered every other year; not offered 2011-2012.

**345 Politics and Community Engagement** This course in political theory prepares students for active participation in local politics. Students develop both a theoretical understanding of political participation and a set of practical skills to enable them to work actively within their communities. Through the study of theories of participation, power, and justice, students explore the ethical and political challenges of undertaking community and political organizing. At the same time, students gain practical skills for undertaking community engagement work; they have real opportunities to communicate with diverse community partners on issues of mutual concern, to conduct power analysis, and to identify strategies for political engagement. Not offered 2011-2012.

**346 Race in the American Political Imagination** Students explore the concepts of citizenship and personhood in the American political imagination as filtered through a racial valence. Perhaps what is most striking about this valence is the way that it—and Americans’ conceptions of whiteness, citizenship, and personhood—has evolved through America’s history. Students will consider what role such images play in constructing a “shared” political community, and to what extent the exclusions they engender strengthen or undermine this community. Usually offered every other year; not offered 2011-2012.

**347 Utopian Dreams or Dystopian Nightmares?** Can ideologies, when put into practice, live up to the utopian dreams of their visionaries? Or will they degenerate into dystopian nightmares? In this course in political theory, students study many of the ideologies that have shaped politics in the twentieth and twenty-first centuries. They explore the core theoretical texts of nationalist, anarchist, socialist, liberal, and Islamist movements, including Marx, Mao, Mussolini, Qutb, and others. Finally, they reflect on the (perhaps utopian) ideals that shape these movements and on how those ideals have influenced politics and political arrangements. Offered every other year; not offered 2011-2012.

**348 Philosophy of Law** This course is concerned with the nature of law and the relationship between law and morality. The course is centered on questions like the following: What is the connection between law and morality? Is it morally wrong to break the law? Is breaking the law sometimes morally permissible or even morally required? Should morality be legally enforced? To what extent, if at all, should legal decisions be influenced by moral beliefs? What are the relationships between legal, constitutional, moral, and political rights? How can legal punishment be morally justified? While pursuing answers to these questions through the work of leading legal philosophers, students read a number of actual court cases and discuss specific issues like hate speech, homosexuality, and capital



punishment, among others. Crosslisted as PHIL 378. *Prerequisite: one previous course in philosophy or one course in Political Theory (PG 104 or 340-348)*. Offered every two years; not offered 2011-2012.

**349 Machiavelli** Machiavelli is one of the most provocative and challenging political thinkers in Western thought, yet his two most important works of political theory seem to contradict one another: while *The Prince* presents Machiavelli's infamous realist doctrine, his *Discourses on Livy* professes an esteem of the republican ideal above all others. The course begins with a critical exploration of these two texts. From there, students read a wide range of interpretations of Machiavelli's work. Each of these, in its own way, tries to make sense of the apparent discrepancy in his work. Some of them also try to claim Machiavelli as their own: as a democrat, a feminist, a liberal, etc. Through this critical and focused course, students develop their own interpretations of Machiavelli's work and learn to deploy these interpretations in constructing their own positive doctrines of politics. Credit for PG349 will not be granted to students who have received credit for PG 440. *Prerequisite: PG 104*. Offered every other year; not offered 2011-2012.

**350 Iran, Israel, and the Politics of the Middle East** Iran and Israel are anomalies in the Middle East—neither Arab nor Sunni Muslim. Moreover, both countries are viewed within the Middle East (and elsewhere) as threats to the wider region around them and obstacles to peace. The course begins with the idea that by concentrating on these two outlier states, students can better understand not only their internal political dynamics but also how their role in the Middle East influences the region as a whole. The course looks at the origins of Israeli and Iranian national identity (secular and religious), domestic institutions and politics, contemporary political developments, and the relationship between Iran, Israel, the Middle East, and the international system. *Prerequisite: PG 102*. Offered Spring 2012.

**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. *Prerequisite: PG 102 or permission of instructor*. Offered every other year; not offered 2011-2012.

**378 Chinese Political Economy** This course provides a fundamental understanding of the political, economic, and social foundations and permutations of the People's Republic of China (PRC). Students learn why a multidisciplinary political economy approach is most appropriate for comprehending the complex array of situational determinants that have shaped the PRC during both its revolutionary (1949-77) and reformative (1978-present) eras. Students employ the analytical tools of comparative political economy to identify and weigh those factors most relevant to this remarkable story of socio-political and economic development: political and economic, social and cultural, structural and historical, domestic and international. *Prerequisite: PG 102, or 103, or permission of the instructor*. Offered every other year; offered Fall 2011.

**380 Latin American Politics: Authoritarianism and Democracy** A broad survey of politics in a region often characterized by poverty, political instability, authoritarianism, populism, corruption, and violence. The course explores some of the major approaches to Latin American politics by focusing on political institutions, political culture, non-state actors, and civil society. The course is organized around key themes that are illustrated using numerous cases of Latin American democracy and authoritarianism, which may include (among others) Cuba, Mexico, Venezuela, Chile, and Brazil. *Prerequisite: PG 102*. Offered every other year; not offered 2011-2012.

**381 U.S.-Latin American Relations** Despite their geographical proximity the United States and Latin America have long been distant neighbors. This course explores this complex and often contentious relationship by studying the major theoretical models that attempt to explain past and present U.S. and Latin American policy toward each other. It focuses on key issues (such as the U.S. response to the rise of the anti-globalization left, the debate over free trade, the U.S.-led war on drugs, and the often heated polemic regarding immigration), examines bilateral relationships between the U.S. and specific Latin American countries (e.g., Cuba, Mexico, and Venezuela), and explores how domestic U.S. and Latin American politics help shape those relationships. *Prerequisite: PG 102, 103, or LAS 100*. Offered every other year; not offered 2011-2012.

**382 Global Environmental Politics** The course examines the intersection of environmental issues with politics and policy-making on a global as well as a local scale. It explores international structures and efforts to deal with environmental problems, a wide range of particular environmental challenges such as climate change and conservation, and the different experiences of individual countries in trying to use and manage their natural resources. Throughout, the relationships between political and natural systems are explored, with a particular focus on the ways in which politics and policy can both produce effective strategies and new difficulties for handling environmental challenges. Crosslisted as ENVR 382. *Prerequisite: ENVR 110 or instructor permission*. Offered every other year; not offered 2011-2012.

**390 Feminism and Philosophy** Philosophical issues concerning values take on a new color when examined in the light of women's concerns and the results of feminist scholarship. This course is a study of feminist ethics and feminist epistemology and the values that relate them. Feminist thought emphasizes the commonality of these areas, seeing the values that motivate action and underlie conduct as integrated with the values that undergird conviction and guide the construction and justification even of scientific theories. In acknowledging these characteristic emphases, the course recognizes the diversity of feminist approaches, exploring such contrasts as those between liberal feminism and radical feminism, between feminist essentialism and feminist pluralism, and between feminist standpoint theories and varieties of social contextualism and social constructionism. Crosslisted as PHIL 390. Offered every three years; offered Spring 2012.

**410 Research Seminar in U.S. Politics** Students in this seminar focus on some major concerns of U.S. politics or public law and are required to write senior theses in the topic area of the seminar. The theme or topic of the seminar changes from year to year, and prospective students should check with U.S. politics faculty to determine the theoretical and substantive focus of the upcoming offering. *Prerequisite: PG 101, major concentration in U.S. Politics, senior standing, and PG 250 or permission of instructor*. Offered every year.

**420 Research Seminar in Comparative Politics** Students in this seminar study major theoretical approaches to comparative politics and are required to apply those approaches to their senior thesis. The theme of this seminar changes each year. Prospective students should check with the comparative politics faculty to determine the theoretical, substantive, and geographical focus. Students are expected to participate regularly in seminar discussions and may be responsible for leading class sessions. *Prerequisite: PG 102, major concentration in Comparative Politics, senior standing, and PG 250 or permission of instructor*. Usually offered every year.

**430 Research Seminar in International Relations** Students in this seminar critically examine older and emerging theories of international relations as well as the issues and problems those theories attempt to explain. Students may be expected to lead and participate in class discussions, to produce

and present an original thesis on a topic chosen consultation with the instructor, or to take an oral examination. *Prerequisite:* PG 103, major concentration in international relations, PG 250, and senior standing, or permission of instructor. Usually offered every year.

**440 Machiavelli** Machiavelli is one of the most provocative and challenging political thinkers in Western thought, yet his two most important works of political theory seem to contradict one another: while *The Prince* presents Machiavelli's infamous realist doctrine, his *Discourses on Livy* professes an esteem of the republican ideal above all others. The course begins with a critical exploration of these two texts. From there, students read a wide range of interpretations of Machiavelli's work. Each of these, in its own way, tries to make sense of the apparent discrepancy in his work. Some of them also try to claim Machiavelli as their own: as a democrat, a feminist, a liberal, etc. Through this critical and focused course, students develop their own interpretations of Machiavelli's work and learn to deploy these interpretations in constructing their own positive doctrines of politics. This course serves as a senior research seminar. Credit for PG 440 will not be granted to students who have received credit for PG 349. *Prerequisite:* PG 104. Offered every other year; not offered 2011-2012.

**441 Liberalism and its Critics** This course examines the theoretical foundations of liberalism and radical critiques of it from both the left and the right. In addition to exploring the political implications of the various conceptions of nature, human nature, justice, freedom, and equality found in the works of various thinkers, students use their arguments to reflect on contemporary liberal democratic theory and practice. Thinkers studied typically include Locke, Rousseau, Burke, Marx, Nietzsche, and others. This course serves as a senior research seminar. Credit for PG 441 will not be granted to students who have received credit for PG 341. Offered every other year; offered Fall 2011.

**495/496 Independent Study** Requires prior departmental approval to count toward major or minor.

**498 Internship Tutorial** Students complete 120 hours of field experience at a site prearranged in consultation with the department and internship coordinator. In addition, the student works with a faculty mentor within the department to develop an individualized learning plan which must be pre-approved by the department and completed alongside the field experience. The learning plan is tailored to integrate the field experience with relevant scholarship, linking the major to practical job experience. One unit of PG 498 may count toward the major. *Prerequisite:* approval of tutorial professor and the Internship Coordinator.

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## PSYCHOLOGY

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Professor: Robin Foster (Fall 2011); Catherine Hale; Sarah Moore, *Associate Academic Dean*; Mark Reinitz; Carolyn Weisz; Lisa Fortlouis Wood

Associate Professor: David Moore, *Chair*

Assistant Professor: David Andresen; Tim Beyer; Jill Nealey-Moore

Visiting Assistant Professor: Sarah Heavin

### About the Department

Psychology is the study of human thought and behavior. A current assessment of the field of psychology recognizes its application within a wide variety of professions including business, education, law, physical and occupational therapy, medicine, and clinical practice. While acknowledging this

breadth of application, the academic discipline of psychology remains strongly wedded to scientific investigation as the fundamental underpinning of psychology and its effective application. Thus, a solid foundation in psychology hinges on an empirically-based understanding of human and animal thought, experience, and behavior. Psychology also has roots in the rational self-reflective capacities of the human mind, in the search for meaning within experience, and in a humanistic concern for others. A comprehensive understanding of the field requires research training, critical analysis of psychological theories and research, and the ethical application of scientific knowledge.

The psychology faculty and curriculum represent many of the major subdisciplines in psychology (e.g., development, clinical, cognition, learning, sensation, perception, biopsychology, personality, social, and industrial-organizational). Lower division courses geared toward majors and non-majors introduce students to psychological theories and ways of knowing within broad content areas. Within the major, students progress through a series of methods, statistics, and laboratory courses and take upper division elective courses to explore selected topics in greater depth. Seminars and independent study courses provide opportunities for students to approach contemporary issues in psychology and to develop the skills of scholarship at a more sophisticated level. Cocurricular opportunities including colloquia, internships, psychology club activities, and faculty-supervised research enhance the major for interested students.

The curriculum in the Department of Psychology meets many of the broad educational goals of the university. It provides opportunities for students to strengthen both the quantitative and verbal aspects of logical thinking and critical analysis. Students develop their written and oral communication skills, consider connections between psychology and other disciplines, and apply psychological concepts to practical problems. Topics within psychology frequently reach students at a personal level, providing the motivation for both intellectual and personal development. Thus, education in psychology helps students appreciate their role within the broader contexts of community, culture, and the world.

Students with a major in Psychology develop

- a. **a breadth and depth of understanding of the content of psychology**, including familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends within the academic field;
- b. **an ability to think scientifically**, including constructing arguments, analyzing and interpreting data, reading and critiquing different forms of scientific writing, and evaluating ethical issues and scientific standards;
- c. **an ability to express ideas effectively, both orally and in writing**, within the discourse of the discipline;
- d. **an appreciation for and understanding of multiple perspectives**, including socio-cultural, international, and individual differences as well as interdisciplinary and sub-disciplinary connections among different ways of knowing and across basic and applied approaches to the social and natural sciences; and
- e. **characteristics valuable for personal development and effective civil engagement**, including the abilities to think critically, to work independently as well as collaboratively, to solve problems effectively, to act ethically, and to apply academic knowledge to real-world problems.

### General Requirements for the Major

General university degree requirements stipulate that 1) at least four units of the major be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major; and 3) all courses taken for a major must be taken for graded credit. Any exceptions to these stipulations are indicated in the major degree requirements listed below.

## Requirements for the Major

1. Completion of ten units in Psychology.
2. Satisfactory completion of cognate requirement: BIOL 101 or 111.  
**Note:** this cognate requirement is in addition to the ten units in psychology. BIOL 111 is strongly recommended for students with an interest in biological psychology or neuroscience.
3. Satisfactory completion of PSYC 101 (Introductory Psychology). Students with a strong psychology background may petition the department to take an elective instead of PSYC 101.
4. Satisfactory completion of both PSYC 201 and PSYC 301 (Applied Statistics & Research Methods I, II).  
**Note:** PSYC 101 is a prerequisite for PSYC 201. The prerequisite for PSYC 301 is completion of PSYC 201 with a grade of C- or better or permission of instructor.
5. Satisfactory completion of two of four laboratory courses: PSYC 310, 311, 312, or 313.  
**Note:** All laboratory courses have PSYC 201 as a prerequisite. PSYC 312 also requires PSYC 301 or permission of instructor. PSYC 311 students participate in laboratories involving live animals.
6. Satisfactory completion of PSYC 401 (Perspectives).
7. Satisfactory completion of four psychology elective courses from the foundation, supporting, or advanced & independent categories.
  - a. At least two of the four courses must be from the foundations category at any level.
  - b. At least two of the four courses must be at the 300/400 level.  
**Note:** Foundation electives are PSYC courses numbered between 220-239 and 320-339. Psychology course numbers for the supporting elective category are as follows: Supporting elective courses (240-269 and 340-369); supporting elective seminars (370-379); and advanced and independent courses (490-499).  
**Note:** First year (WR/SI) seminars cannot be used to fulfill major requirements.  
**Note:** Psychology majors may not use PSYC 225 to fulfill the Social Scientific Approaches core requirement.  
**Note:** PSYC 370 may only be counted once toward the major.
8. Psychology majors must satisfy university core requirements other than First-Year Seminars outside of the Psychology department.

The Psychology Department does not offer a Minor in Psychology. Nonmajors who are interested in psychology and who would like guidance in selecting courses are encouraged to speak to any member of the department. For students interested in a concentration in psychology, taking PSYC 201 is recommended, since this course is a prerequisite for most of the 300-level psychology classes. Nonmajors who are interested in applying to graduate school in psychology or a related field (such as neuroscience or special education) are strongly encouraged to speak with a psychology faculty member early on regarding their course selections. Nonmajors are also able to take a number of courses without completing any prerequisites, including: PSYC 101, 200, 220, 221, 225, 230, and 255; other courses such as PSYC 265 and 320 may be taken starting in the sophomore year with one previous course in psychology.

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

## Scholarly and Creative Inquiry

### 145 Ethical Issues in Clinical Psychology

**Other courses offered by Psychology Department faculty.** See *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 43).*

### CONN 320, Health and Medicine

Satisfies the Connections core requirement.

### CONN 325, The Experience of Prejudice

Satisfies the Connections core requirement.

### STS 318, Science and Gender

Satisfies the Connections core requirement.

### STS 352, Memory in a Social Context

Satisfies the Connections core requirement.

**101 Introduction to Psychology** Humans are complex organisms, and psychology provides a rich, interdisciplinary understanding of the study of mental life, experience, and behavior. Through this course, students develop an appreciation for these complexities by focusing on individual and social behavior, as well as the physiological and neurological processes underlying them. Central to this course is an understanding of the diverse methods, experimental designs, foundational theories, and research used to inform the various subdisciplines in psychology. Topics frequently covered in this survey course include: research methods, sensation and perception, learning and memory, developmental, personality, abnormal, and social psychology. *This course is required for the psychology major.*

**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. To be taken during the sophomore or junior year. Required course for the major. *Prerequisite: high school algebra or the equivalent, PSYC 101.* Offered each semester.

**220 Developmental Psychology: Prenatal through Childhood** This course focuses on the milestones of human development from conception through late childhood. It considers physical, cognitive, language, social, and emotional changes that occur during the first decade of life with special attention to various contexts of development. It addresses major theories as well as current research and methodology that explain how and why developmental change occurs. Implications for child-rearing, education, and social policymaking are also examined. Offered each semester.

**221 Developmental Psychology: Adolescence through the End of Life** This course focuses on the development of individuals from adolescence through death. The domains of cognitive, physical, and psychosocial development are examined, with a particular emphasis on the multiple factors and contexts that influence development in each of these areas. Current theories and research are explored on a variety of topics relevant to adolescence and adulthood, including adolescent rebellion, identity development, midlife crisis, and caring for elderly parents. Typically offered each semester.

**225 Social Psychology** Social Psychology is a field that uses empirical methods, primarily experiments, to study the social nature of our behaviors, attitudes, perceptions, and emotions. This course is a survey of theory and research literature pertaining to the prediction of human behavior in social settings. Topics covered include research methodology, social perception, attitudes and attitude change, prejudice, aggression, attraction, helping, conformity, group behavior, and the application of findings to current social problems. Satisfies the Social Scientific Approaches core requirement.

(Note: Psychology majors cannot fulfill the Social Scientific Approaches core requirement with this course.) Offered frequently.

**230 Behavioral Neuroscience** This course considers the contributions of the nervous system to the understanding of the behavior of humans and other animals. To this end, the course surveys the basic structure and function of the nervous system, the principle methods for its study, and how knowledge of it informs an understanding of such phenomena as sensation and perception, movement, sleep, emotion, learning and memory, language, and abnormal behavior. *Prerequisite: it is suggested, but not required, that students have completed BIOL 101 or 111.* Offered frequently.

**250 Human Sexuality** Beginning with a brief study of the anatomy and physiology of the sexual and reproductive systems, the course progresses to the consideration of 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. Usually offered every two years; offered Fall 2011.

**255 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. Offered occasionally; offered Fall 2011.

**260 Evolutionary Psychology** Evolutionary forces have shaped human behavior and the mechanisms of the human mind. In this course students learn the power and limits of evolutionary explanation about human behavior and cognition. After studying the basic processes of biological evolution, including natural and sexual selection, students apply these principles to selected issues in psychology. Examples of topics that may be included in this class are mate selection, sex difference, parenting and kinship, cooperation and conflict, dominance relationships, and social status. *Prerequisite: BIO 101 or equivalent, PSYC 101.* Not offered 2011-2012.

**265 Cross-Cultural Psychology** This course considers the ways in which human culture and human psyche interact, with a specific focus on how human behavior varies across cultural contexts. Students review psychological research on culture, examine the theoretical and methodological foundations of cross-cultural research in psychology, and discuss the mounting evidence suggesting that many psychological processes are culture-specific and context-dependent. Offered Spring 2012.

**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. Required course for the major. *Prerequisite: Completion of PSYC 201 with a grade of C- or higher or permission of the instructor.* Offered each semester.

**310 Sensation, Perception, and Action** This course considers the phenomena and methods of sensation, perception, and action in biological organisms. It focuses 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 at least once per year; offered Spring 2012.

**311 Learning and Behavior** This course is concerned with the lawful relationships between the

behavior of organisms and the natural world. The course explores 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.* Typically offered at least once per year.

**312 Applied Psychological Measurement** This course is an introduction to psychological testing and measurement. Students 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 analyze test data with frequently-used statistical tests and procedures. *Prerequisite: PSYC 201 and PSYC 301 or permission of instructor.* Offered occasionally; not offered 2011-2012.

**313 Physiological Psychology** This course focuses on the biological causes and effects of psychological phenomena such as memory, emotion, attention, motor control, and perception. Students address these topics with an array of physiological methodologies such as measures of brain activity (e.g., EEG), muscle activity (e.g., EMG), heart rate, stress response (e.g., skin conductance), and eye tracking. Students learn the application of these methods including their strengths and weaknesses, as well as how to link psychological theories to physiological functions. Prior experience with basic neuroscience content such as in NRSC 201 or PSYC 251 is suggested. *Prerequisite: PSYC 201 or permission of instructor.* Offered each year; offered Fall 2011.

**320 Psychological Disorders** The major focus of this course is aberrant human behavior and the scientific basis for understanding its causes. Students learn the major approaches utilized today in diagnosis and treatment of these disorders including biological, psychoanalytic, cognitive, behavioral, humanistic, and community-systems models. *Prerequisite: one previous psychology course at the college level and at least sophomore standing, or permission of instructor.* Typically offered each semester.

**325 History and Systems of Psychology** This course focuses on the development of psychology from its origins in philosophy to its establishment as a distinct experimental science. The class evaluates the contributions of philosophers and psychologists in terms of the political, cultural, social, and intellectual tenor of the times. Students gain historical sophistication and develop the ability to critically examine both historical and current issues in psychology. *Prerequisite: PSYC 101.* Usually offered every two years; not offered 2011-2012.

**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 an 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: two previous psychology courses at the college level, or permission of instructor.* Offered frequently; offered Fall 2011.

**335 Cognitive Psychology** This course is concerned with how humans learn, think, reason, and solve problems. It addresses the ways in which humans 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.* Offered frequently; offered Spring 2012.

**350 Developmental Psychopathology** Mental health disorders among children and adolescents are pervasive. Youth violence is a serious social problem. This course examines the etiology, diag-

nosis, and treatment of mental health problems of children and adolescents based on the empirical literature. *Prerequisite: PSYC 101 and PSYC 320, or permission of instructor.* PSYC 220 strongly recommended. Offered Fall 2011.

**351 Language Development** This course explores how children learn language with seeming ease by examining classic and contemporary theories of language acquisition. The focus is on all areas of language (phonology, semantics, syntax, morphology, and pragmatics) and their typical developmental sequence. Special topics, such as language development disorders, critical/sensitive period hypothesis, bilingualism, bidialectalism, pidgins and creoles, and animal communication systems are covered. When possible, language data from languages other than English are presented. *Prerequisite: PSYC 201; or PHIL 224 with permission of instructor.* Typically offered every two years; offered Spring 2012.

**355 Behavioral Genetics** Recent advances in genetic technologies offer new insights into the influence of heredity and experience on psychological processes, such as intelligence, personality, and psychopathology. This course reviews basic principles of genetics, introduces standard methods for studying behavioral genetics, examines how genetic studies inform scientists about the origin and expression of behavioral and cognitive traits, and considers ethical issues surrounding genetic research, especially as applied to the behavioral sciences. *Prerequisite: PSYC 101 and either BIOL 101 or 111.* Offered infrequently; not offered 2011-2012.

**356 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, neurophysiology, assessment techniques, and philosophical underpinnings are examined. Topics could include split brain studies, language disorders, laterality, perceptual-motor dysfunction, learning and attention disorders, dementia, and treatment issues. *Prerequisite: PSYC 101.* Offered frequently; offered Spring 2012.

**370 Special Topics** This course covers areas of psychology that 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. Prerequisites may vary depending on topic. **Topic for Spring 2012: Psychology, Mental Health and Law** *Prerequisite: PSYC 201 and one of the following courses: PSYC 145, 320, 350, 490, or 495.*

**371 Cognition and Aging** What happens to our cognitive abilities as we grow older? This course provides an overview of what is known about normal cognitive functioning in older adults as well as a brief introduction to the most common types of cognitive pathology associated with aging. The course begins by examining factors that indirectly may affect cognitive processing as we age, such as stereotypes and sensory changes. Next, the neurological changes that occur with aging as well as the assumed functional cognitive implications of these changes are discussed, followed by consideration of specific aspects of cognition, including attention, memory, language, and decision making. The last section of the course examines the most common cognitive disorders that occur with aging and discusses factors that influence the expression of pathology, such as genetic background, health, stress, and psychological factors. *Prerequisite: PSYC 201 or the equivalent.* Offered every two years; not offered 2011-2012

**372 Illusions** This class addresses the various ways in which people's perceptions, memories, and reasoning about the world may diverge dramatically from reality. The course will delineate a variety of such illusions and try to understand their underlying cognitive and neuropsychological causes.

Class goals will be to understand their applications (for instance, to eyewitness accuracy) and to use them to help understand normal perception and cognition. Offered every two years; not offered 2011-2012.

**373 Perceiving Self and Other** This course explores how people make sense of themselves and others in the dynamic context of social interaction. Students read and discuss classic and current empirical research in the areas of self perception, interpersonal perception, and intergroup perception. *Prerequisite: PSYC 201 or 225, or permission of instructor.* Offered every two years; not offered 2011-2012.

**374 Psychology of Romantic Relationships** This seminar focuses on several facets of romantic relationships, from the initial stages of attraction and partner selection, to relationship building, maintenance, and dissolution. Other key topics include marriage and divorce, communication, and the qualities of relationships that predict relationship satisfaction and stability. Several theoretical perspectives on intimate relationships are presented in the course, and we also examine the advantages and limitations of different approaches and research methodologies. Particular emphasis is placed on empirical research on the course topics, although we also discuss the role of clinical observations (e.g., based on individual and/or couple psychotherapy) in understanding intimate relationships. *Prerequisites: PSYC 201, or permission of instructor.* Typically offered every two years; offered Fall 2011

**401 Perspectives** 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. Required course of the major. *Prerequisite: senior Psychology major.* *NOTE: Exceptions to senior standing by petition to the department.* Offered each semester.

**490 Psychotherapy and Behavior Change** This seminar reviews the major models of personality, psychotherapy, and clinical assessment. A strong emphasis in the course is placed on the comparison of cognitive-behavioral theories to psychoanalytic, humanistic, and systems approaches. Students have opportunities to develop and practice basic counseling skills as part of the humanistic segment of this course. *Prerequisite: PSYC 320 or 330 or 350 and at least junior standing.* Typically offered once per year; offered Spring 2012.

**495 Independent Study** Variable credit up to 1 unit Independent study credit is available to students who demonstrate legitimate educational needs not met through regular course offerings. Students must have junior or senior class standing and a cumulative grade average of at least 3.00. Depending on the nature and scope of the project, independent research projects may constitute independent study. Petition for admission is required. Requests evaluated on an individual basis. Independent studies approved by a Psychology advisor for one unit may count as an upper-division Psychology elective.

**497 Practicum in Psychology** Students work with a faculty instructor in the Psychology Department in conjunction with a site experience related to clinical, counseling, and other applied careers in the discipline. The course includes 8 - 10 hours per week of on-site work and 3 hours of class time where practicum experiences and course-relevant readings are discussed. Students also complete written assignments focused on their fieldwork experience. Open to juniors and seniors with at least a 2.5 GPA. This course is specifically aimed for advanced psychology students and counts as an upper division Psychology elective. *Prerequisite: Psychology major and permission of instructor.* Offered Spring term only.

**INTN 497 Internship Seminar** This scheduled weekly seminar, offered through the Internship

program, provides the context to reflect on concrete experiences at the internship site and link them to study in the student's major as well as the political, psychological, social, economic and intellectual forces that shape our views on work and its meaning. The aim is to integrate the liberal arts with issues and themes surrounding the pursuit of a good and productive life. Open to juniors and seniors carrying a 2.5 GPA. This course cannot count towards the upper division university graduation requirement. Students may petition the Psychology Department to have this course count as an upper-division elective in the major. *Prerequisite: Approval of the Internship Coordinator.*

**498 Psychology Internship Tutorial** Students work with a faculty member in the Psychology Department to develop an individualized learning plan that connects an internship site experience to study in the discipline. The learning plan will include required reading, writing assignments, and a culminating project or paper. Open to juniors and seniors with a 2.5 GPA. Students should meet with the university internship coordinator the semester prior to enrolling to begin planning an internship. Internships approved by a Psychology advisor may count as an upper-division Psychology elective. *Prerequisite: Approval of the Internship Coordinator and Psychology advisor.*

**499 Cooperative Education** 0.25 or 0.5 activity Volunteer or work experience relevant to psychology and written analysis of experience. Pass/fail only. Sophomore, junior, and seniors are eligible. *Prerequisite: Approval of the Internship Coordinator.*

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## RELIGION

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Professor: Suzanne Holland; Judith Kay

Associate Professor: Greta Austin (on leave Spring 2012); Stuart Smithers, *Chair*

Assistant Professor: Matthew Ingalls; Jonathan Stockdale (on leave Fall 2011)

Visiting Associate Professor and Pacific Rim/Asia Study-Travel Program Director: Elisabeth Benard

### 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 several individual traditions are studied in depth, but the traditions are also treated 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 the academic discipline of Religion followed by careful probing of two or more important traditions and a consideration of the methods useful in the study of Religion.

### Objectives in the Religion Major

With a focus on religious symbols, doctrines, practices, moral systems, and institutions in both ancient and modern settings, Religion majors develop an understanding of a range of religious traditions. The department faculty believes that in order to function effectively in an increasingly complex world, educated persons must possess an understanding of the roles religions play in political, economic, social, cultural, and moral arenas of people's lives. Religion majors explore in depth at least

one Asian religious tradition and one Western monotheistic tradition, and they will gain familiarity with a variety of theories, methods, and issues involved in the academic study of religions.

Religion courses are grouped into the following areas:

#### **Area A) Monotheistic Religious Traditions**

- 200 The History and Literature of Ancient Israel
- 201 The History and Literature of the New Testament
- 203 Jesus and the Jesus Tradition
- 204 Religions of the Book: Judaism, Christianity, and Islam
- 210 Comparative Christianities
- 212 The Religion of Islam
- 222 Jihad and Islamic Fundamentalism
- 310 Christianity and Law in the West
- 312 The Apocalyptic Imagination
- 320 Women and Gender in Christianity and Islam
- 322 An Introduction to Islamic Law
- 342 Sufism
- 363 Saints, Symbols, and Sacraments: History of Christian Traditions

#### **Area B) Asian Religious Traditions**

- 233 Japanese Religious Traditions
- 234 Chinese Religious Traditions
- 328 Religion, the State, and Nationalism in Japan
- 332 Buddhism
- 333 Asian Women and Religion
- 334 Vedic Religion and Brahmanism
- 335 Classical Hinduism
- 336 Tantra and Alchemy
- CONN 369, Power, Gender, and Divinity: The Construction of Goddesses

#### **Area C) Religious and Philosophical Ethics**

- 265 Thinking Ethically
- 292 Basics of Bioethics
- 361 Heroes of Integrity
- 365 Antisemitism and the Holocaust
- 368 Gender Matters
- CONN 302, Ethics and the Other
- CONN 318, Crime and Punishment

#### **Area D) Advanced Seminars in Religious Studies**

- 410 Religion and Violence
- 440 The Body in Comparative Religions
- 450 Modernity and its Discontents
- 455 Disgust, Lust, Shame, and Blame: A Religious-Ethical Study of Emotion
- 456 Ethics and Postmodernity
- 494 Special Topics
- 495/496 Independent Study

**Area E) Comparative Approaches**

- 202 Introduction to the Study of World Religions
- 208 Yoga and the Ascetic Imperative
- 301 Consciousness and the Bourgeoisie
- 340 Imagining Religion: Scholars, Theories, and Cases in the Study of Religion
- 344 Magic and Religion
- 350 Mysticism: The Spiritual Search in the Christian Tradition
- CONN 369, Power, Gender, and Divinity: The Construction of Goddesses
- HUM 370, The Good Life

**General Requirements for the Major or Minor**

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

**Requirements for the Major**

The major in Religion is nine courses.

- From Area A: 1 course
- From Area B: 1 course
- From Area C: 1 course
- From Area D: 2 courses
- From Area E: REL 340, Imagining Religion
- From Areas A through E: 3 additional elective courses in Religion, at least one at the 300 level or above

**Notes**

1. REL 495/496 counts as an elective toward the major, and not as an advanced seminar.
2. One approved ancillary course may be applied toward the major as an elective. Approved ancillary courses include: CLCS 210, CLCS 318, CONN 332, ENGL 473, and HIST 350.
3. Only grades of C (2.00) or higher count toward the major or minor.

**Requirements for Honors in the Major**

At the discretion of Religion faculty, students who have demonstrated a record of distinguished learning and scholarship will be considered for departmental honors. Interested students should contact the department chair or administrative assistant for application information. Applications should be completed by March 1 of the senior year.

**Requirements for the Minor**

The minor in Religion is five courses:

One course each from Area A, B, and C; and two additional Religion courses, at least one of which is above the 200 level.

**Note**

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

**Course Offerings**

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see “Frequency of Course Offerings” on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

**Scholarly and Creative Inquiry**

- 115 Buddhism and the Beats**
- 120 Communities of Resistance and Liberation**
- 125 Zen Insights and Oversights**
- 130 Lies, Secrets, and Power**

**Other courses offered by Religion Department faculty.** See *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 43).*

**CONN 302 Ethics and the Other**

Satisfies the Connections core requirement.

**CONN 312 Biological Determinism and Human Freedom: Issues in Science and Religion**

Satisfies the Connections core requirement.

**CONN 318 Crime and Punishment**

Satisfies the Connections core requirement.

**CONN 369 Power, Gender, and Divinity: the Construction of Goddesses**

Satisfies the Connections core requirement.

Counts toward the minor in Gender Studies.

**HUM 370 The Good Life**

Satisfies the Connections core requirement.

**200 History and Literature of Ancient Israel** This course examines the development of Israel first as a people and then as a nation amidst the dynamic setting of the ancient Near East. It focuses on the religious development as depicted in the Hebrew scriptures in light of the social, religious, and political fabric of the various societies with particular attention to the emergence of Israel, its religious distinctiveness, and its formation as a people and a nation. This course seeks to 1) situate the biblical material amidst the powerful sacred stories and rituals in ancient near eastern societies; 2) discern the mix of religion, politics, and societal behavior evident in ancient Israel, especially in light of events in Egypt and ancient Mesopotamia; 3) explore the impact that the Hebrew Bible had (and continues to have) in the development of western civilization and modern society (e.g., literature, the arts, politics); and 4) introduce tools used by interpreters of the Bible to understand the texts in their literary, social, and historical contexts. Satisfies the Humanistic Approaches core requirement. Usually offered every year; offered Fall 2010.

**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.

**202 Introduction to the Study of World Religions** This course provides an introduction to the vocabulary, methods, and theoretical assumptions of the academic study of religion. By examining several diverse religious communities and traditions—including Lakota Sioux, Southern Pentecostal,

Nation of Islam, and Zen Buddhist—we will examine patterns, themes, and issues that scholars commonly encounter across world religions. We will also examine how specific communities give voice to themes found within the larger world religion from which they emerge. In each case, particular attention will be paid to the role of religion in social justice and salvation movements, and in the formation of individual and group identities. Satisfies the Humanistic Approaches core requirement.

**203 Jesus and the Jesus Traditions** The figure of Jesus has sparked theological debates, artistic expressions, government decrees, religious persecutions, pietistic revivals, and social and moral attitudes, affecting the lives of countless generations. This course addresses an overarching question throughout the semester: How does an educated person in today's society evaluate such conflicting responses? The course draws on current historical and narrative approaches to understand the 'images' of Jesus in their respective literary, social, and historical contexts. It addresses some of the following questions. What did Jesus mean to the first interpreters? How did the early Christian communities view Jesus? What do the texts reveal about early Christian attitudes towards outsiders (government, different religious groups, social/moral attitudes)? How has Jesus been perceived in Christian tradition (art, literature, theology, ecclesiology) and in the development of western civilization (e.g., literature, the arts, politics, public schools)? The goal is not to give final and definitive answers. Rather, the course seeks 1) to encourage questions regarding the themes, purpose, and significance of the texts; 2) to provide methodological tools to aid such questions; 3) to place these questions and answers amidst the questions and answers of others; and 4) to understand the Jesus traditions both ancient and contemporary in light of their own social, cultural, and literary contexts. Satisfies the Humanistic Approaches core requirement. Usually offered every year; not offered 2011-2012.

**204 Religions of the Book: Judaism, Christianity, and Islam** This course surveys the major monotheistic traditions of the world—Judaism, Christianity, and Islam—from their origins to the present day. The course fosters an appreciation of the distinctiveness and inner coherence of each of these traditions as well as to discern facets of unity among the three. Religious expression assumes many forms and is considered in traditional theological and philosophical texts as well as in political systems and the arts. The class is conducted as a combination of lecture and discussion. Satisfies the Humanistic Approaches core requirement.

**208 Yoga and the Ascetic Imperative** This course investigates and attempts to distinguish, identify, and understand the different modes and aspects of yoga, meditation, and ascetic disciplines in a variety of cultural contexts. The class examines the broad influence of the ascetic imperative in culture and criticism—in myth, literature, philosophy, religion, and psychology. Primary texts include Patanjali's *Yoga Sutras*, Plato's *Symposium*, and Athanasius's *Life of Anthony*. Major interpretive authors studied include Nietzsche, Weber, Freud, and Foucault. Satisfies the Humanistic Approaches core requirement. Usually offered every other year; not offered 2011-2012.

**210 Comparative Christianities** This course provides an introduction to Christianity, or rather, 'Christianities.' To understand the diversity within Christianity, the course compares and contrasts various historical and contemporary traditions in Christianity: Gnosticism, the Eastern Orthodox Church, medieval Western Latin Christianity, Protestantism in the sixteenth century, African-American Christianities, Pentecostalism, liberation theology, and Christian fundamentalism in the United States. Students come to realize that there is no one single, monolithic 'Christianity,' but instead a variety of Christianities which vary geographically, historically, and culturally. The course also examines the way in which gender, race, and class affect religious perspectives upon the human experience. It concludes by examining two social issues which Christians today debate, homosexuality and the ordination of women. Satisfies the Humanistic Approaches core requirement.

**212 The Religion of Islam** With approximately 1.3 billion adherents today, Islam is a world religion that has inspired a vibrant civilization, massive empires, and abiding social institutions throughout the fifteen centuries since its inception. This course is an introduction to the religion of Islam and its development in history. Topics covered include: pre-Islamic Arabia and the rise of Islam, Muhammad and the Qur'an, the development and criticism of hadith, Islamic law (Sharia) and jurisprudence, Islamic theology and philosophy, Sufism, colonialism and modernity, Islamic political thought and jihad, and themes in contemporary Muslim societies (i.e. "lived Islam"). Although the syllabus is designed for students with no prior knowledge of Islam, it is also engaging for students with a Muslim background.

**222 Jihad and Islamic Fundamentalism** The emergence of Islamic fundamentalism and Islamist political thought in the twentieth century has garnered much media attention in the last few decades. This course examines how Islamic fundamentalism developed in the first half of the twentieth century in the wake of Western colonization and why it gained so much support during the second half of the century. The course develops in three stages: (1) historical background of Islam's confrontation with the West and the emergence of fundamentalism, (2) case studies of selected Muslim countries and regions, and finally (3) discussion of challenges and problems of fundamentalism in a pluralistic world. Similarly, the course examines the major intellectual figures of Islamist thought and its malcontents in the Middle East, the Indian Subcontinent, and the Muslim communities of Europe and the Americas. Examples include: Hassan al-Banna, Abu Ala Mawdudi, Sayyid Qutb, Ayatollah Khomeini, Usama bin Ladin, Ayman al-Zawahiri, Khaled Abou El Fadl, Sherman Jackson, among others. Islamist ideas of modernity and the revival of a traditionalist approach towards the life and sayings of the Prophet Muhammad is also discussed. Finally, students take a close look at the idea of jihad and discuss the implications of Sharia law for the twenty-first century.

**233 Japanese Religious Traditions** This course explores the major expressions of religion in Japanese culture and history, including both popular and elite forms of religious practice and thought. Because Japan is home to a range of religious traditions, the course explores the various forms that have appeared there not only of Buddhism and Shinto, but also of Taoism, Confucianism, and even Christianity. A primary goal of this course is to develop both an empathetic understanding of Japanese religion and a critical appraisal of its expression in particular historical and cultural contexts. Throughout the course ample time is devoted to the role of aesthetics in Japanese religion (in film, literature, art, and ritual) as well as to the various ways that religion and the Japanese state have interacted over time. Satisfies the Humanistic Approaches core requirement.

**234 Chinese Religious Traditions** This course provides an introduction to the wide range of religious beliefs and practices that have emerged over the course of Chinese history. Topics covered include not only the classic traditions Confucianism, Taoism, and Buddhism, but also such broader examples of religious expression as oracle bone inscriptions, medieval ghost stories, and contemporary practices in longevity. Throughout the course students explore how those in China have understood the world religiously, and how scholars have interpreted the diverse world of Chinese religion. Some of the questions include: What has it meant to be a human in China? What other spirits, ghosts, and divinities inhabit the Chinese religious world? What is included and what is excluded when we use the term "religion," or even "China"? How do cultural, historical, and political changes affect religious experience, or a person's understanding of "ultimate reality"? A primary goal of the course is to develop a broad understanding both of Chinese religious history and of contemporary issues involving religion in China. Satisfies the Humanistic Approaches core requirement.



**265 Thinking Ethically** This course provides students with tools of ethical analysis so that they can think critically about pressing contemporary moral issues, such as friendship and justice. To narrow the scope, the course focuses on ethical methods from Christianity and western philosophy. Students examine from a multicultural perspective the long-standing philosophical treatment of friendship as a virtue and the Christian challenge to that idea. Are friendships suspect because they are based on preference rather than universal love? Students then explore what being an ally entails and how allies are different from friends. The course then turns to healthcare justice in a global context. Using Haiti as a case study, students examine four different models of justice and their implications for healthcare policy. Finally, students address the moral significance of the past for what they ought to do today. Other nations have taken on the tasks of reparative and restorative justice in response to mass murder and tyranny. What might reparative justice mean for U. S. citizens given their history of genocide and slavery? Should those who bear no direct liability for past wrong be the ones to make things right? Is justice possible? Satisfies the Humanistic Approaches core requirement.

**292 Basics of Bioethics** This course examines the basic issues in Bioethics, including Western religious and philosophical approaches to a range of topics and cases in contemporary Bioethics (e.g. death and dying, genetic testing, reproductive technologies, health care reform, stem cells, and other topics.) Counts toward the STS major/minor.

**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. The second half of the course relies 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 confronts the habitual, unconscious, and mechanical patterns of existence.

**310 Christianity and Law in the West** Many of the distinctive features of the modern Western legal tradition can be traced to medieval Europe and its religious beliefs and practices. International law, law on the European continent, and law in nations following the Anglo-American tradition have been deeply colored by the assumptions and arguments of medieval canon law, the law regulating the Latin Catholic Church. This course discusses legal developments in Europe during the medieval period. Topics covered include sin and crime, natural law, and law governing marriage and sexual norms. The course examines how canonical norms and ideas influenced secular law in the Middle Ages and how they have continued to shape Western law and legal theory up to the present. *Prerequisite: none; however, REL 204, 210, or 363 or HIST 102, 302, or 303 would be helpful preparation.* Offered every other year; offered Fall 2011.

**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. Offered every three years; not offered 2011-2012.

**320 Women and Gender in Christianity and Islam** This course explores the representations and

roles of women in Christianity and Islam. The course focuses on three central women in each tradition—Eve, Mary Magdalene, and Aisha. After reading the Bible and the Qur’an, the students then look at the interpretative tradition in order to understand better the ways in which women were both empowered and marginalized in these traditions. The course also works to understand the lived lives of real women in these traditions (what it was like to be a Muslim woman in Istanbul in the year 1600, for instance). The last third of the course focuses on issues and re-readings of these texts in modernity, such as re-readings of Eve’s role in the Fall. The course also examines modern debates and issues, including women and the priesthood in Christianity, and the veil in Islam. Offered every other year; not offered 2011-2012.

**321 Sexuality & Christianity: Then and Now** This course approaches the subject of sexuality in the Christian tradition by focusing on three broad periods—early Christianity, the Middle Ages, and today. Within each era, students investigate questions of virginity, chastity, marriage, and non-normative sexualities (such as homosexuality). Students enlist a diverse selection of primary and secondary sources—theoretical and historical. Through this fascinating exploration of Christianity and sexuality, students witness a dizzying variety of ways that sexualities have been lived, accepted, utilized, and interpreted. Furthermore, students develop a richer understanding of what sexuality has meant to Christianity over the ages and why it matters so much. Offered every other year; not offered 2011-2012.

**322 An Introduction to Islamic Law** This course examines the origins, development, and implementation of Islamic law (Sharia) within Muslim societies of the past and present. Beginning with the Quran and the life of the Prophet Muhammad, students discuss the emergence of an early Islamic legal tradition, its codification with the various schools of law, and its dramatic expansion during the medieval period. The second part of the course analyzes Islamic law according to its institutional structures and theoretical components, while also questioning the relationship between law and ethics, theory, and implementation. In the third and final part of the course, students explore the trajectory of Islamic law and legal thinking from the beginning of European colonization of the Muslim world until the contemporary period. Where appropriate, students examine modern case studies from the Muslim world to identify the institutional components of the medieval tradition that have proven either durable or contentious. All readings are in English.

**328 Religion, the State, and Nationalism in Japan** This course examines relationships between religious traditions, the “state,” and nationalism in Japanese history. Through careful study of primary and secondary sources, the course explores early symbiosis between religious rites and governance; the role of Shinto and Buddhism in legitimating systems of government centered on the emperor or warrior elites; religious components in modern Japanese imperialism; challenges to the separation of religion and the state in postwar Japan; civil religion; and cultural nationalism. Offered every other year; not offered 2011-2012.

**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 are drawn from Indian, Tibetan, Chinese, and Japanese texts in translation. Offered every other year; offered Fall 2011.

**333 Asian Women and Religion** This course explores 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. For each religion the course highlights some of the dominant roles and assesses if certain roles change through centuries. This exploration leads to an examination of

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 are used for this exploration. Counts toward the minor in Gender Studies.

**334 Vedic Religion and Brahmanism** This course examines the origin and development of religion in South Asian antiquity. Study focuses on the mythology and symbology of the Vedic textual corpus, the rise of ritual ideologies, and the meaning and influence of the yogic vision. In addition to Vedic texts, the course may include study of mythic epics (*Mahabharata* and *Ramayana*) and non-Vedic myths that appear in the Puranas. Students who have received credit for REL 331 cannot receive credit REL 334. Offered every other year; not offered 2011-2012.

**335 Classical Hinduism** A study of the various systems of myth, ritual, symbol, and thought that have significantly contributed to the development of Hinduism after the Vedic period. The approach of the course is primarily textual, examining a wide range of scriptural sources from the Hindu traditions. REL 334 recommended prior to REL 335. Students who have received credit for REL 331 cannot receive credit for REL 335. Offered every other year; not offered 2011-2012.

**336 Tantra and Alchemy** This course is an introduction to the study of tantric and alchemical traditions in South and East Asia. Primarily focused on the rise and development of tantric teachings in Buddhism, the course examines the goals and practices of tantric adepts and virtuosos as expressed in the literature of tantric schools and systems. Topics considered include: advanced contemplative practices, antinomianism and transgressive dimensions of religious experience, subtle physiology, non-dual consciousness, and esotericism. *Prerequisite: REL 332, 333, or 334; or permission of instructor.* Offered every three years; offered Spring 2012.

**337 Tibetan Buddhism** Tibetan Buddhism uniquely claims to have inherited the entire corpus of Buddhism which no other Buddhist group has. But, for some critics, Tibetan Buddhism is not considered to be Buddhist because of its incorporated beliefs from the indigenous Tibetan religion, Bon. This course examines the religious and philosophical theories of Tibetan Buddhism, its structures and its institutions, and its “incorporation” of Bonpo elements. Offered as part of the 2011-2012 Pacific Rim/Asian Study Travel Program.

**340 Imagining Religion: Scholars, Theories, and Cases in the Study of Religion** This course examines and engages influential theories and approaches to the study of religion developed by scholars with diverse intellectual views. Through theoretical readings and case studies, students receive a broad grounding in classical and contemporary theories of religion, including comparative psychoanalytic, anthropological, feminist, and postmodern approaches. In addition to locating religious studies within wider intellectual movements, the course is designed to help students articulate the values and assumptions they bring to their own studies of religion. Offered every other year; offered Spring 2012.

**342 Sufism** For some Muslims, Sufism (Islamic mysticism) is the defining essence of Islam, without which one is left with only a meaningless shell for a religion. For other Muslims, Sufism stands as the satanic antithesis to God’s singular, eternal truth. What then is Sufism? And why does it elicit such fervent reactions from its champions and detractors alike? This course proposes to answer these very questions. After an introductory look at various definitions and manifestations of Sufism today and in the past, students begin with an historical survey of the earliest precedents and intellectual currents in the development of Sufism. Students continue with a study of Sufi poetry, terminology, institutions, and rituals. Additionally, students look at key Sufi personalities, both men and women. The final part of the course examines modern Islamic intellectual trends and their effects on debates

and discussions within the study and practice of Sufism in the twentieth century. The course returns in the end to contemporary Sufism and the diverse forms that it assumes across the globe today.

**344 Magic and Religion** This course asks, “What is magic?” and “What is religion?” Historians, sociologists, anthropologists and scholars of religion have struggled to come up with working definitions of these terms. To examine the roles of magic and religion in culture and history, students look at a number of case studies. They examine magic among the Azande, in central Africa. They then turn to the history of Christianity in order to understand the history of the words ‘religion’ and ‘magic.’ The Catholic Church defined magic as activities that it did not sanction. During the Protestant Reformation, the Protestants accused the Catholics of practicing magic. They ask whether magic substantively existed in its own right, or whether people used it as a political weapon. To understand contemporary conceptions of magic, students will look at Wicca, a contemporary American religious movement. Finally, we examine “magic” in a non-Western tradition, and as whether it exists as a useful category in a non-Western religion, or whether it is imposed by Western observers. Students read theoretical works on the nature of magic and religion. They ask whether magic is a useful category, or whether Westerners have used it to marginalize others. The course concludes by asking whether it is possible to define magic and religion in ways which work for all cultures in every time, or whether such definitions can only be understood in particular contexts.

**350 Mysticism: The Spiritual Search in the Christian Tradition** Mysticism describes a variety of ways in which humans endeavor to encounter the divine directly. The Christian tradition has a long history of mystical encounters, which are founded in the Hebrew Scriptures and in Paul’s experience on the road to Damascus. As a text-based religion, Christianity has a complicated relationship with mysticism, since mysticism tends to focus on the directly experiential rather than the textual. And, even as they claimed that such experiences transcended language and expression, mystics often sought to express their experiences. This course examines the ways in which a mystical tradition developed in Christianity, and in which particular metaphors and images came to hold sway. In doing so, it pays attention to the wider social and political context in which the authors wrote and lived, and asks whether these mystics, particularly women, were able to acquire authority and charisma outside of the Church hierarchy. The course thus examines the ways in which mystics occupied an ambivalent space in Western Christianity. The clerical hierarchy has historically sought to limit charisma and prophecy. Mystics thus both threatened the official hierarchy, which sought to limit charisma, but also, sometimes, reinforced the status quo. Questions about power, the body, textuality, charisma, social structures, and authority will be central to our investigation of the Christian mystical tradition.

**361 Heroes of Integrity** In this course, selected religious heroes and heroines of the twentieth century are studied, and students identify factors that resulted in their integrity and courage, primarily through a study of religious autobiographies. Figures from a variety of religious traditions and continents have been selected who responded to the key challenges of their time, such as the Great Depression, the Holocaust, the struggle for civil rights, ending apartheid, or national liberation. The course attends to the possibilities of moral agency and the role of religion in character formation.

**363 Saints, Symbols and Sacraments: History of Christian Traditions** This course surveys the major developments in Christian history from its origins up to the current day. In the first half of the course, the focus is on patterns of Christian thought including institutional changes and social context up to 1500 CE. Although this is largely a story of the clerical hierarchy in the Latin West, wherever possible the course emphasizes the role of lay persons, women and Eastern Christianity. In the second half of the course, the focus is on the challenges to Christianity posed by modernity including

the Protestant movement, the Enlightenment, the New World, and the liberation movement among women, minorities, and third world peoples. Readings are from both primary and secondary sources.

*Prerequisite: REL 102, 200, 201, or 204.*

**365 Antisemitism and the Holocaust** The Holocaust raises profound and intractable questions for theologians and ethicists, historians and psychologists, and for perpetrators, victims, bystanders, and rescuers. The purpose of this course is to explore questions of moral responsibility and moral character, and the nature of choice under conditions of genocide. The course begins by studying the history of antisemitism and its changing dynamics over time, examines anti-Judaism in the early church, and the role of German Protestant and Catholic theologians during the war. The course concludes by examining Jewish and Christian theology in the shadow of the Holocaust and probes its moral and religious implications for subsequent generations. *Prerequisite: request application from instructor and complete prior to registration.*

**368 Gender Matters** An in-depth study of feminist theory, theology, and ethics, and the role such theories have played in Western social and religious thought. Among the issues explored are justice, violence, the body, sexuality, knowledge, power. The course draws upon one or more of the following theoretical insights: liberationist, post-structuralist, standpoint, virtue, or Marxist theories. Prior work in religion, women studies, comparative sociology, philosophy, or feminist political theory is helpful, as well as a facility with writing. Counts toward the minor in Gender Studies. Offered Fall 2011.

**410 Religion and Violence** This course explores the interrelationships between religion and violence. Religions can be understood as marking off the human from the 'sacred,' which is all that is not-human. Similarly, violence is understood to engage in the non-human: when we speak of acts of violent depravity, we describe them as 'inhuman.' What is the relationship between religion and violence? Do religions originate in myths of violence, and then re-enact them, as in the Eucharist? How do sacred texts enshrine and commemorate violence? How do religions motivate, justify or reinforce violence? What role does ritual play in re-enacting violence? What roles do eschatological expectations play in violence? How has the postcolonial world grappled with the questions of religious violence? This class explores historical case studies in the relationship between religion and violence, such as the Christian doctrine of just war and the Crusades, the history and practice of Islamic ideas of jihad, or Hindu nationalistic violence. We also consider the question of self-inflicted violence and suffering, as performed in religious rituals. Students read theoretical works and examine case studies; students are encouraged to elaborate their own understanding of the nature of religion and violence. *Prerequisite: two courses in Religion or permission of the instructor.* Offered every three years; not offered 2011-2012.

**440 The Body in Comparative Religions** While the field of religious studies frequently focuses on *belief* and the intellectual development of religious traditions, this course shifts its focus to the *body* and its importance for the study of religion. The class examines the role of the body as a vehicle through which individuals experience "the sacred," and as a site upon which communities inscribe, assert, and contest religious values. Taking a comparative approach toward cases drawn from Buddhism, Christianity, and indigenous traditions, the class explores such themes as the perfectible body, the body in pain, bodily relics, the body in ritual, and transcending the body altogether. Finally, by drawing on classical and contemporary theorists, students work to develop their own frameworks through which to understand and interpret the crucial role of the body in the history of religions. *Prerequisite: two courses in Religion or permission of the instructor.* Offered every three years; not offered 2011-2012.

**450 Modernity and its Discontents** This advanced seminar explores the ideas and values that distinguish modernity from traditional and pre-modern cultures. Students examine the meaning and development of modernity from a variety of perspectives, including the shifting role and relevance of religion in the modern world. Important sources for the cultural critique of modernity include Nietzsche, Freud, Benjamin, Guenon, T.S. Eliot, Heidegger, and Bataille. *Prerequisite: at least two courses in Religion or permission of instructor.* Offered every three years; offered Fall 2011.

**455 Disgust, Lust, Shame, and Blame: A Religious-Ethical Study of Emotion** This advanced seminar investigates the role of emotion in morality and religion. Students begin with a study of the neuroscience of emotion and proceed to examine the moral stance toward emotions urged by thinkers such as the Stoics, Aristotle, Thomas Aquinas, Jonathan Edwards, or David Hume. A Buddhist approach to anger is contrasted to western thinkers. Are emotions essential to the good life or to religious expression? Are negative emotions to be extinguished, regulated, or discharged? Students examine how these positions inform contemporary ethical debates, such as neo-stoic efforts to surmount fear in the debate about voluntary euthanasia, neo-Thomism in the pursuit of rational sex, and neo-Humean defenses of hostility and blame. Two inquiries are sustained throughout the seminar: the role of emotions in religious experience and the relation of physical release of emotion to well-being. These themes raise questions such as should religious ritual aim at emotional catharsis? The seminar concludes by exploring how emotions are manipulated by unjust societies. Students examine how shame, blame, greed, disgust and lust are used to sustain exploitative institutions and become linked to oppression of the Other. *Prerequisite: two courses in Religion or permission of instructor.* Offered every three years; last offered Spring 2011.

**456 Ethics and Postmodernity** This advanced seminar for Religion majors takes up the question of what place (if any) religious and social ethics has in postmodern culture. In other words, what characterizes postmodernity and what has been its effects on the discipline of ethics? Are there any prospects for a common morality given the realities of post-structuralist deconstruction? How will one determine the appropriateness of an ethic for postmodern culture? *Prerequisite: two courses in Religion or permission of instructor.* Offered every three years; offered Spring 2012.

**494 Special Topics** This seminar is organized around themes and topics that are of special interest to the study of religion. The seminar is offered on an occasional basis and the topic is determined in advance by the instructor. *Prerequisite: at least two courses in Religion or permission of instructor.* Not offered 2010-2011.

#### 495/496 Independent Study

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## SCIENCE, TECHNOLOGY, AND SOCIETY

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Director: James Evans, *Physics* (on leave Fall 2011)

Professor: Mott Greene, *Honors*

Assistant Professor: Kristin Johnson

Advisory Committee: Douglas Cannon, *Philosophy*; James Evans, *Physics / Science, Technology, and Society*; Barry Goldstein, *Geology*; Mott Greene, *Honors / Science, Technology, and Society*; Wade Hands, *Economics*; Suzanne Holland, *Religion*; Kristin Johnson, *Science, Technology, and Society*

## About the Program

Science and technology are not isolated activities: they are inextricably linked to every other aspect of human experience. Science and technology have important connections to literature, philosophy, religion, art, economics, and to social and political history. Scientific evidence and argument are part of continuing lively debates on issues at every level of generality: social policy, the utilization of natural resources, the allocation of health care, the origin and evolution of life, the place of humankind in the natural order, and the nature of the universe.

Science, Technology, and Society courses explore the connections between the sciences and other parts of the human endeavor. Students in the program develop an understanding of 1) how the broader culture influences the development of science and how science influences different societies and cultures, and 2) the interplay between science and economics, politics, religion, and values in contemporary decision making. Many Science, Technology, and Society courses are cross-disciplinary in nature. Faculty from more than a dozen different disciplines within and without the sciences participate in Science, Technology, and Society.

Majors in the Program in Science, Technology, and Society develop a strong understanding of the practice of science and technology, which provides excellent preparation for careers in medicine, law, public policy, and university research and teaching. Minors, especially those majoring in a science, and students taking individual courses broaden their understanding of this important area of human endeavor.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Major

The Bachelor of Arts degree in Science, Technology, and Society 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 Science, Technology, and Society should meet with the director of the Program to select a faculty member as an advisor. The student and advisor form a committee that includes the advisor and others members from the Advisory Committee for the Program in Science, Technology, and Society. The committee may include faculty outside the program if the student's interests overlap with that faculty member's discipline. The student works with the committee to select a coherent set of courses that advance the student's educational goals. The contract goes into effect after it is signed by the student, the committee members, and the director of the Program and is filed in the Office of the Registrar. The contract is reviewed periodically and justified modifications are permitted.

## Requirements for the Contract in Science, Technology, and Society

Every contract should consist of a minimum of 13 units distributed as follows:

Introductory Survey: 2 units.

STS 201, Introduction to Science, Technology, and Society I: Antiquity to 1800  
STS 202, Introduction to Science, Technology, and Society II: Since 1800

Philosophy and Science: 1 unit.

One course chosen from PHIL 332, Philosophy of Science; or PHIL 219, Seventeenth and Eighteenth Century Philosophy. A different course in philosophy can be approved by the STS director.

Ancillary Courses: 4 units.

Two courses in the natural sciences. The remaining two courses are decided in concert with the student's STS advising committee. Depending upon the student's background and research interests, these remaining two courses will commonly include additional training in the sciences, but may also include study in history, philosophy, or some other fields necessary for the student's research project.

Electives: 4 units.

See the list of electives below. Students must take at least one course each from categories one, two, and three. The remaining course can be taken from any of the three categories.

Capstone course: 1 unit. Taken in Fall semester of the senior year.

STS 490, Seminar in Science, Technology, and Society

Thesis or one additional elective: 1 unit.

STS 491, Senior Thesis, taken in Fall or Spring of senior year, or one additional elective chosen from categories 1, 2, or 3 listed below.

In order to qualify for writing a senior thesis, a student must have earned a grade of B+ or better in STS 490, have a grade point average of 3.00 or better at the end of the semester preceding STS 491, and have the permission of the director of the STS Program. (In some circumstances, the director of the STS Program may grant exceptions to the requirements for a 3.00 GPA and a B+ or better in STS 490.)

Students who complete distinguished thesis projects will be eligible for graduation with Honors in Science, Technology, and Society.

## Notes

1. Students must maintain a grade point average of at least 2.00 in all contract courses and a grade point average of at least 2.00 in the upper-division (300-400 level) courses in the contract.
2. Students must complete at least four units of the required upper-division (300-400 level) contract courses at Puget Sound. One of these 4 units may be a course taken as part of a study-abroad program, subject to approval in advance by the student's contract committee.
3. Students must gain approval for the contract before completing upper-division coursework. Courses completed before the contract is approved are subject to review by the committee prior to inclusion in the contract.

## Requirements for the Minor

A minor consists of 6 units distributed as follows.

Introductory Survey: 2 units.

STS 201, Introduction to Science, Technology, and Society I: Antiquity to 1800  
STS 202, Introduction to Science, Technology, and Society II: Since 1800

Electives: 3 units.

See the list of electives below. Students must take at least one class from each of the three categories.

Capstone course: 1 unit. Taken in Fall semester of the senior year.

STS 490, Seminar in Science, Technology, and Society

## Electives

1. Studies of Particular Scientific Disciplines  
 ECON 221, History of Economic Thought  
 PHYS 299, History and Practice of Ancient Astronomy  
 PSYC 325, History and Systems of Psychology  
 STS 301, Technology and Culture  
 STS 314, Cosmological Thought  
 STS 330, The Idea of Evolution  
 STS 341, Modeling the Earth's Climate  
 STS 344, History of Ecology  
 STS 345, Physics in the Modern World: Copenhagen to Manhattan  
 STS 348, Strange Realities: Physics in the Twentieth Century  
 STS 360, Origins and Early Evolution of Life
  
2. Special Topics in Science, Technology, and Society  
 CSOC 360, Sociology of Health and Medicine  
 ECON 365, Economics and Philosophy  
 ENGL 471C, Special Topics in Writing, Rhetoric, and Culture: Rhetoric of Disease  
 HIST 317, European Intellectual History, 19th and 20th Centuries  
 HIST 379, Inventing America  
 PHIL 219, Seventeenth and Eighteenth Century Philosophy  
 PHIL 330, Epistemology: The Theory of Knowledge  
 PHIL 332, Philosophy of Science  
 PHIL 338, Space and Time  
 STS 318, Science and Gender  
 STS 322, War, Technology and Society in the Modern World  
 STS 340, Finding Order in Nature  
 STS 352, Memory in a Social Context  
 STS 361, Mars Exploration  
 STS 366, History of Medicine  
 STS 370, Science and Religion: Historical Perspectives
  
3. Policy and Values in Science and Technology  
 CONN 320, Health and Medicine  
 CONN 381, Environmental Law  
 CSOC 352, Work, Culture, and Globalization  
 ENVR 322, Water Policy  
 ENVR 325, Geological and Environmental Catastrophes  
 ENVR 335, Thinking about Biodiversity  
 HIST 357, From Millwrights to Microchips: Business and Technology in American History  
 HIST 364, American Environmental History  
 PHIL 285, Morality and the Environment  
 REL 292, Basics of Bioethics  
 STS 333, Evolution & Ethics  
 STS 375, Science and Politics  
 STS 388, The Ethics of Human Enhancement

## Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum* section of this Bulletin for course descriptions (pages 18 and 34).

### Scholarly and Creative Inquiry

144 Darwin's Century

155 Scientific Controversy

166 Science and Theater

**Connections courses.** See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 43).

314 Cosmological Thought

318 Science and Gender

330 The Idea of Evolution

333 Evolution and Ethics

340 Finding Order in Nature

341 Modeling the Earth's Climate

345 Physics in the Modern World: Copenhagen to Manhattan

348 Strange Realities: Physics in the Twentieth Century

352 Memory in a Social Context

360 Origins and Early Evolutions of Life

361 Mars Exploration

370 Science and Religion: Historical Perspectives

375 Science and Politics

**201 Science, Technology & Society: Antiquity to 1800** This is a history of science, technology, and society from Antiquity to 1800 C.E. It emphasizes both the theoretical understanding of nature and the practical mastery of the technologies of settled existence. It is the first part of a two-semester survey required of majors and minors in Science, Technology, and Society, though it is open to all students. There are no prerequisites, but the course assumes a working knowledge of biology, chemistry, and geometry at the high school level. Topics include: astronomy and mathematics in ancient Mesopotamia and Greece; Islamic medicine; Renaissance anatomy and physiology; the Scientific Revolution of the seventeenth century; electricity, chemistry and natural history in the Enlightenment. Issues addressed include: the role of cultural institutions in the production and diffusion of scientific ideas; the transmission of science across linguistic and cultural boundaries; the interaction of science with religion, philosophy and political life. Satisfies the Humanistic Approaches core requirement. Offered each Fall.

**202 Science, Technology, and Society II: Since 1800** Students in this course analyze the development of the physical and biological sciences throughout the nineteenth and twentieth centuries, paying special attention to the reciprocal relationship between scientific developments and their social influences. Beginning with the social and intellectual upheaval of the French Revolution and working through the first half of the twentieth century, this course surveys natural scientists' landmark discoveries and interpretations and examines the intellectual, social, natural, and personal influences that helped shape their work. Subjects of the course include Newtonianism, creationism, natural the-

ology, evolution, the origin and demise of electromagnetic worldview, Einstein and the development of the theories of relativity, scientific institutions and methodologies, quantum mechanics, the atomic theory, molecular biology, big science, and modern genetics. STS 202 is meant as a complement to STS 201, but the prior course, while recommended, is not a prerequisite. Satisfies the Humanistic Approaches core requirement. Offered each Spring.

**301 Technology and Culture** This course serves as an introduction to the study of technology. Some of the material is historical, but it is not a “history of technology.” Rather, it is about the social and cultural place of technology in the modern world—our world. It’s a two-way street: we make “the things” and then “the things” make us. Socially and culturally we “co-evolve” with the technological complexes of which we are a part. Offered every other year; offered Fall 2011.

**322 War, Technology, and Society in the Modern World** This course analyzes the interrelationship between scientific and technological innovation and the changing nature and scope of warfare in their socio-political and economic context from the 16th to the 21st century. The course is organized chronologically and topically to include the following: the professionalization of war and the military revolution of the 16th-17th centuries, the industrialization and mechanization of warfare in the 19th-20th centuries, the evolution of total war and the balance of nuclear terror in the age of the superpowers, and the technetronic and asymmetrical warfare of the 21st century. Offered occasionally; not offered 2011-2012.

**344 History of Ecology** This course traces the history of ecology as a scientific discipline with close attention to its changing scientific, political, and cultural contexts. For example, the class examines how the science of ecology was formed and why, central conceptual and methodological developments that have taken place in the science during the nineteenth and twentieth centuries, and how the rise of environmentalism has influenced the discipline. Ultimately, the course uses its detailed study of this specific scientific discipline to examine the interactions between science and society more generally. Offered every other year; not offered 2011-2012.

**366 History of Medicine** This course surveys the history of medicine from ancient times to the present, guided by the following questions. How have people in different times and contexts made sense of health, disease, and healing? How have changing conceptions of nature and the scientific study of the human body influenced medicine? What have been the social, political, and institutional contexts in which medicine has been done and developed? How has the role of the doctor and patient relationship changed, and how have conceptions of a “good doctor” and “good medicine” changed? How have the problems of access to and distribution of medical care been approached? Examining each of these questions in historical context will, in turn, provide a foundation for contemplating modern issues in medical research and practice, as well as medicine’s place in modern society. Offered every other year; not offered 2011-2012.

**388 The Ethics of Human Enhancement** This course considers the ethical, political, and philosophical questions that are being raised today by rapid advances in biotechnology—especially in genetic engineering, neuropharmacology, brain science, and cybernetics. For example: Is there an important distinction between the therapeutic and enhancement uses of biotechnology? Is there a human nature and can/should it be transcended? Should humans take control of their own evolution? What is the human self/agent and how is it related to brain chemistry? What is wrong with performance enhancers like steroids? Is there a difference between natural and artificial intelligence? How far can/should the human brain be interfaced with computers? Is the radical extension of human life desirable? Is human cloning immoral? Should parents design their children? Are humans

now usurping the role of God or nature? Should humans aim to enhance and perfect their bodies and minds? Is the goal of human enhancement compatible with egalitarianism? Should human enhancement be left up to market forces or must it be regulated by the state? Should humans shape the lives of future generations according to present values? Credit for STS 388 will not be granted to students who have received credit for PHIL 102 or CONN 312. Offered every other year; not offered 2011-2012.

**490 Seminar in Science, Technology, and Society** This seminar is required of all majors and minors in STS, and is offered in the Fall of each year. It is a practicum in the research methods of Science, Technology, and Society in which students work closely with the instructor to develop a familiarity with research sources and strategies. Students become familiar with the history and development of the STS disciplines and with a range of research approaches that are open to them for their own work. Students formulate major research proposals, complete a substantial seminar paper, and make oral presentations of their work. Students who write a thesis in the spring of the senior year generally use their STS 490 projects as a springboard. *Prerequisite:* STS 201 and 202. Offered every Fall.

**491 Senior Thesis**

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## SPANISH

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Students interested in a major or minor in Hispanic Studies/Spanish should consult the Foreign Languages and Literature Department section in this *Bulletin* (page 168).

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## SPECIAL INTERDISCIPLINARY MAJOR

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The purpose of the Special Interdisciplinary Major (SIM) is to permit exceptional students to complete their degree at Puget Sound through a course of study designed in concert by a faculty committee and the student that draws upon the curricula of two or more departments, schools, or programs. 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 members, one of whom must be from another department. All three faculty committee members supervise implementation, approve changes when necessary, and certify completion.

### Steps in the Development of a Special Interdisciplinary Major

Students interested in pursuing the Special Interdisciplinary Major must do the following:

1. Create a SIM advisory committee composed of three faculty members from departments appropriate to the topic, including one as the principal faculty advisor.
2. With the SIM advisory committee, develop a SIM application (application forms are available online, in the Registrar’s, Associate Deans’, and Academic Advising offices).
3. Submit the proposal to the Curriculum Committee no later than first term, junior year. Proposals submitted to the Curriculum Committee by October 1 or February 15 will be acted upon before registration for the following term.

- Complete the program plan approved by the Curriculum Committee. Modifications to the approved SIM program require approval by the SIM Advisory Committee and the Curriculum Committee. The Registrar will be notified of any modifications to the approved SIM program.

## Prerequisites

A student must have completed twelve units at Puget Sound before applying for the SIM earning a cumulative GPA of at least 3.2 and have completed at least four units of coursework relevant to the SIM before submitting a proposal.

## Requirements for the Special Interdisciplinary Major

- A minimum of 12 courses, of which 10 must be at the 200 level or above and of which 6 must be at the 300 level or above. The major may not exceed 16 units. Nine of the 12 required courses must be completed at the Tacoma campus.
- No more than 2 Independent Study units may be applied to the SIM. If 2 Independent Studies are proposed, one must focus on the integration of the fields within the SIM.
- A Senior Project (SIM 490). Public presentation is required in the second semester, senior year.
- A grade of C or higher in each course applied to the SIM.

## Application

- The student and faculty committee prepare a proposal for a degree plan that includes the title of the degree and a list of courses with departmental signoff when the course will be offered; educational objectives of the degree and a discussion of how the proposed major will meet the objectives; an explanation of how particular courses in the proposed degree program will address the requirement of a thorough grounding in methodology in the contributing disciplines, of breadth within the major, and of depth within the major; an explanation of how existing majors and programs are not adequate to meet the educational objectives of the proposed SIM; an explanation of how the proposed major will serve the student's broader academic and career goals; a statement of how the proposed major compares to established majors in the same field at other institutions; and a recommendation of whether the degree awarded should be a BA or a BS.
- The application will include a letter from each faculty member on the proposed SIM advisory committee evaluating the merits of the proposal and specifically addressing how particular courses in the proposed degree program will address the requirement of a thorough grounding in methodology in the contributing disciplines, of breadth within the major, and of depth within the major. These letters also address faculty preparation to support the proposed degree program.
- The principal advisor forwards the completed package (proposal, letters, student transcript) to the Curriculum Committee for approval.

Only complete applications are considered.

**490 Senior Project** Students completing a Special Interdisciplinary Major must complete a senior project that 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

### Mission

The University of Puget Sound recognizes the importance of intercultural understanding in liberal education and offers study programs in many international locations. In accordance with the mission of the university to encourage an appreciation of commonality and difference, the Study Abroad Program aims for students: 1) to acquire knowledge about a particular culture and language, gained through an extended period of living and learning in the host culture, and 2) to develop the ability to use this acquired knowledge to move back and forth between cultures in mutually respectful interchanges, resulting in an informed appreciation and deeper understanding of oneself and others.

A wide variety of study abroad programs, including the following, are available to Puget Sound students.

### Exchange

#### *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 rivers. Founded in 1973 and officially opened in 1978, University of Passau is one of the newest and smallest 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. The university is particularly well-known for its innovative Language Center, where students of law and business receive foreign language training in their disciplines. One student is exchanged annually from each institution for the duration of the academic year.

### Selected Semester/Full-Year Programs

#### *Pacific Rim/Asia*

**Pacific Rim** is a 9-month academic year of study-travel offered every three years. During their year abroad, the students earn eight 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 directs students' academic preparation and the year of study abroad. Refer to the Asian Studies section of this *Bulletin*.

#### **Note**

Selection for this program takes place in the Spring semester **18 months** prior to departure of the program, since there are prerequisite courses and a year-long mandatory orientation. Applicants must be full-time students at the University of Puget Sound at time of application.

#### *England*

**London** This semester program is offered through AHA-International. Classes are held in the Bloomsbury area of central London near the British Museum. The typical curriculum includes art, theatre, politics, literature, and history. All courses are taught by British faculty. Students live with British families in residential neighborhoods of Greater London.

#### *France*

**Dijon** The spring-only 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 po-

litical, religious, and artistic history. All classes are taught in French and are staffed by University of Burgundy faculty. There are three levels of language study available; placement exams on arrival determine a student's level. Students live and take two daily meals with a French family. A meal ticket is issued for the third meal, which may be taken at a place of the student's choice. 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.

### **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 in Germany. Its Department of German is the largest in the world. 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.

### **Italy**

**Rome** The Intercollegiate Center for Classical Studies (ICCS) in Rome was established in 1965 by representatives of ten American colleges and universities; the number of member institutions has now grown to 90. It provides undergraduate students with an opportunity in Rome to study ancient history and archaeology, Greek and Latin literature, and ancient art. This highly-competitive semester program is open to Classics or Art History majors only.

**Rome** The Temple Rome program offers semester or full year programs in Visual Arts, Liberal Arts and Italian Studies and International Business. The program is housed in the Villa Caproni and students live in an apartment residence. Faculty-led field trips are an integral component of many courses.

### **Japan**

**Tokyo** 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 Japanese history, culture, and language through the International Division, Waseda University, Tokyo. Any Puget Sound student accepted for the program registers at Earlham College, which later provides an official transcript. Students live with homestay families.

### **Mexico**

**Oaxaca** This fall-only program is administered by Pacific Lutheran University. Designed for advanced Spanish language students with an interest in Latin American Studies, the program explores the intersection of development, culture, and social change through the lens of the dynamic and evolving context of contemporary Mexico. Located in the southwestern Mexican state of Oaxaca—declared “Humanity’s Cultural Patrimony” by the United Nations given the presence of roughly sixteen linguistically and culturally isolated indigenous communities—the program explores and affirms the rich diversity of contemporary Mexican society and culture. It engages the issues that challenge the country’s continued growth and establishes a foundation to understand the history of U.S.-Mexican relations, and the Mexican experience in the United States.

### **Spain**

**Granada** This fall or spring semester study-abroad program in Spain is administered by Willamette

University for the Independent Liberal Arts Colleges Abroad (ILACA) consortium. Classes are taught in Spanish by resident faculty to provide as near a Spanish university experience as possible. For the spring program, a director is selected from one of the ILACA member institutions and teaches one course. Students live with homestay families.

### **Other Semester/Full-Year Programs**

Puget Sound supports a wide variety of study abroad programs worldwide offered by other providers. Visit the Study Abroad Library in International Programs and the International Programs Web page ([www.pugetsound.edu/academics/international-programs/](http://www.pugetsound.edu/academics/international-programs/)) for more information on these programs, Puget Sound procedures, and deadlines for studying abroad.

## **Summer Programs**

### **Japan**

**Kyoto** This summer-only program is operated by the Kyoto Institute of Culture and Language, a Japanese language educational institution that is part of a consortium of private universities. Students take an intensive language course, live with a host family and have many opportunities to take part in an array of extracurricular cultural experiences offered by the program.

### **Taiwan**

**Tunghai Summer Program** This summer-only 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 Puget Sound program is operated by Tunghai University in Taiwan. Tunghai University is a nearly self-contained, residential community with the majority of students, faculty, and staff living on the campus, which includes an elementary school, junior high school, and several stores.

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## **THEATRE ARTS**

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Professor: Geoffrey Proehl

Associate Professor: John Rindo; Kurt Walls, *Chair*

Assistant Professor: Sara Freeman

### **About the Department**

Theatre Arts offers courses and activities in which students learn to make, understand, and evaluate theatrical events. Majors, minors, and non-majors learn how to apply a wide range of skills and insights—acting, directing, producing, scenography, playwrighting, dramaturgy—to the theatre-making process. Theatre Arts students discover how to pursue a comprehensive education in the liberal arts through theatre making *and* a comprehensive education in theatre through the liberal arts. Through a season of faculty- and student-directed plays, including the spring Senior Theatre Festival, students learn about theatre through participation in rehearsal, production, and performance. Department productions provide the university and local community with the opportunity to experience high-quality theatre of diverse style, content, and form from a variety of historical periods. Finally, Theatre Arts endeavors to enable students who so desire to pursue further study in graduate programs and professional internships.

The department annually offers scholarships for incoming and ongoing students: deadline, February 15. For information, visit [www.pugetsound.edu/academics/departments-and-programs/undergraduate/theatre-arts/scholarships/](http://www.pugetsound.edu/academics/departments-and-programs/undergraduate/theatre-arts/scholarships/), or contact the department coordinator at (253) 879-3330.



## The Norton Clapp Theatre

This intimate theatre, located in Jones Hall, serves as the performance center for the department. All students are welcome to audition for Theatre Arts productions and participate in their technical aspects.

## General Requirements for the Major or Minor

General university degree requirements stipulate that 1) at least four units of the major or three units of the minor be taken in residence at Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the major or the minor; and 3) all courses taken for a major or minor must be taken for graded credit. Any exceptions to these stipulations are indicated in the major and minor degree requirements listed below.

## Requirements for the Bachelor of Arts

Completion of the following 10 units: THTR 110; 210 or 310; 217; 313 or 323; 317; 371; 373; 463; one unit of 375 or 475; and one additional THTR unit other than 111 or 275. MUS 220 may be used to fulfill this elective.

## Requirements for the Minor

Completion of the following 6 units: THTR 110; 217; two of the following: MUS 220, THTR 275, 371, 373, 375, 475; two additional theatre electives of the student's choice.

### Note

The 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

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 17.

**First-Year Seminars.** See *First-Year Seminars in the Core Curriculum section of this Bulletin for course descriptions (pages 18 and 34).*

### Scholarly and Creative Inquiry

#### 111 Making Musical Theatre

### Other courses offered by Theatre Arts Department faculty

#### HUM 131, Dionysus and the Art of the Theatre

Satisfies Seminar in Scholarly and Creative Inquiry core requirement.

**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. *Prerequisite: permission of instructor.*

**210 Acting II: Characterization and Craft** This course extends and develops the theories within the Stanislavsky system of acting. Attention is focused on psychological, emotional, physical, and intellectual processes that aid the actor when entering the world of the 'realistic' play. Attention is also given to mastering stage dialects, improving voice and movement, auditioning, and writing

about the process of acting. Participation includes extensive scene work and rigorous physical activity. *Prerequisite: THTR 110.*

**217 Technical Theatre** This course introduces 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, theatrical drafting, 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. *Prerequisite: permission of instructor.*

**275 The Theatrical Experience** In this course, students explore the theatrical art form through studies in acting, directing, design, playwriting, dramaturgy, spectatorship, and theatre history. Students encounter the diversity and complexity of the theatre making process by way of readings, lectures, discussions, playgoing, and workshop performances of scenes. Using critical and analytical tools studied over the course of the semester, students learn ways of exploring the theatrical experience both orally and in writing. Satisfies the Fine Arts Approaches core requirement.

**291 Theatre Production** 0.25 activity unit Student participation in acting, scenery construction, lighting, costuming, and properties for a major production. May be repeated for credit.

**306 Playwrighting** This course focuses attention on the playwright as a maker and shaper of works for the theatre through an exploration of various approaches to playwrighting, as well as the study of significant contemporary American plays and playwrights. This course considers sources of inspiration for plays, strategy, plotting, characterization, and style. At the end of the semester, students present workshop performances of short plays. Crosslisted as ENGL 306. *Prerequisite: one of the following: THTR 371, 373, 475; ENGL 341, 351, 353, and permission of instructor.*

**310 The Actor and the Classic Repertoire** This language-based acting approach is designed to give contemporary actors the tools for performing in plays by Shakespeare and other Early Modern Dramatists. Students study integration of language and the body, voice exercises, actor-oriented text analysis, scansion, Elizabethan rhetoric, and cold-reading techniques for verse—all of which are also useful for acting modern plays. Exercises include focused work on auditioning and stage combat. *Prerequisite: THTR 110.*

**313 Directing** An introduction to the process of theatrical direction through an intensive look at the four major 'roles' of the director—the artist, teacher, administrator, and writer. Special attention to directorial ethics, the nature of collaboration with other theatrical artists, and working with actors. The course culminates with the presentation of a one-act play. *Prerequisite: THTR 110, 210 or 310, and permission of instructor.*

**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: THTR 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 costume construction are examined. Offered occasionally.

**323 Projects in Dramaturgy** This seminar serves students interested in better understanding dra-

maturgy and the role it plays in the work of actors, designers, directors, dramaturgs, and playwrights. In addition to reading, writing, and talking about dramaturgy, students participate in practical projects sponsored by the department that explore the relationship amongst dramaturgy, collaboration, community, and one or more of the following areas: new play development, re-imagining the classics, and theatre education. *Prerequisite: THTR 110 and at least one theater history class OR permission of instructor.*

**371 Theatre History I: From the Origins of Theatre to the Seventeenth Century** Incorporating a discussion of various theories on the origins of theatre and the human impulse to perform stories, this course explores the development of Western and non-Western dramaturgical techniques from Homer to the Spanish Golden age. Playscripts are considered as the skeletons of events and in the larger context of the communities for which they were written. Students examine the intersection of cultural history and theatrical practice by focusing on cultural context, theatrical space, and performance conventions. This course also looks at the interrelation of various ideas and stories throughout the eras and cultures studied, and discusses how these pre-modern performances continue to influence theatre today.

**373 Theatre History II: Late Seventeenth- to Mid-Twentieth-Century Theatre** Through studies in the dramaturgy of theatre students explore how, why, when, and where people have made theatre from the mid-seventeenth century to the 1950s with a particular emphasis on European modernist theatre of the late nineteenth and early twentieth centuries. By the end of the semester, students also will have learned how to begin to create detailed dramaturgical files exploring the potential performance of a particular play in a specific community.

**375 World Theatre I: African Diaspora** Through the lens of tradition and innovation, students explore contemporary theatre of the African Diaspora—analyzing dramatic texts, watching videos/film, rehearsing scenes, and engaging in research. Students also, as possible, attend live performances and participate in sessions with guest artists or scholars. This class develops and deepens skills in writing, research, dramaturgy, and theater making. No previous theatre experience or course work is required, but students should be prepared to engage in voice, movement, and acting exercises.

**463 Senior Theatre Festival** 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 varies but involves the extensive reading of plays, research, and the public presentation of the student's work. *Prerequisite: senior standing; Theatre Arts majors only.*

**471 Staging Gender** Society's expectations of men and women frequently surface in the themes and arguments of theatre. This course explores the performance and discussion of gender ideology in three dominant periods of Western theatre: classical Athens, early modern England, and contemporary theatre written in English. Playscripts, gender of players, modes of acting, types of performance spaces, and nature of theatrical events are considered within the context of the communities for whom the plays were written. The course also addresses the tensions between the staged lives and lived lives of women and men who were/are the subjects and audiences of the plays. Counts toward Gender Studies Minor. Offered occasionally.

**475 Contemporary Theatre, Theory, and Performance** Through studies in the dramaturgy of contemporary theatre, students explore how, why, when, and where theatre has been made from the 1960s to the present. In addition to the emphasis on dramaturgy, literature, and history central to

THTR 371 and 373, students explore in this class the relevance of contemporary critical theory to the theatre maker. This course asks students as writers, thinkers, and theatre makers to bring what they have learned in prior coursework to a next level of seriousness and sophistication. *Prerequisite: THTR 371 and 373 or permission of instructor.*

**476 Shakespeare's World** William Shakespeare, Christopher Marlowe, and Galileo Galilei were each born in 1564 - what in the world was going on? This course takes an interdisciplinary look at the culture, ideas, and events of early modern Europe with a particular focus on their effects on English theatre. Readings range from Luther, Galileo, and Montaigne to Shakespeare, Jonson, and Marlowe. Crosslisted as ENGL 476. Offered occasionally.

**485 Topics in Theatre Arts** The place of this course in the curriculum is to allow the Theatre 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. May be repeated for credit. Offered occasionally.

#### 495/496 Independent Study

**498 Internship Tutorial** Students who enroll in this course work with a faculty member in the Theatre Arts department to develop an individualized learning plan that connects the actual internship site experience to study in the major. The learning plan will include required reading, writing assignments, as well as a culminating project or paper. *Prerequisite: approval of tutorial professor and the Internship Coordinator.*

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**ACADEMIC SUPPORT PROGRAMS**


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**Academic Advising**

Director: Landon Wade

**Program Mission**

The primary mission of the Office of Academic Advising is to support faculty advisors in providing effective guidance and a rich body of resources for students and recent alumni as they make their academic plans. The office also offers direct support to students at each stage of the academic decision-making process, from the time they arrive through graduation and beyond.

**First-Year Advising Program**

Director: Landon Wade

The First-Year Advising Program provides guidance from the moment a student enters the university. Specially assigned faculty advisors offer first-year students not only direction in their 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 first-year student participates in the selection of his or her advisor. Beginning in April, prospective students indicate their preferences to the advising director, who then assigns them to advisors. In most cases, a first-year student'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 teacher and counselor, 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, first-year students will choose a faculty mentor as their advisor; mentors are assigned on the basis of academic specialty rather than classroom instruction. All first-year students are assigned peer advisors, upper-division students who can help them get to know and thrive in Puget Sound's academic programs.

First-year students meet with their advisors during fall orientation to plan their fall schedules. First-year students may work with their advisors through the sophomore year or until declaring a major; majors must be declared by the end of the sophomore year. When students select a major, they are required to choose an advisor in their discipline of choice (or to request that a new advisor be assigned for them), though they may maintain their advising relationship with their first-year advisor. A student may have more than one advisor, as in the case of double majors, for example, but only the student's advisor of record may approve registration for classes.

**Transfer Student Advising Program**

Assistant Director: Kelli Delaney

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.

**Continuing Student 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 Advising also offers resources and counseling to assist students in choosing an appropriate academic

major. When students select a major, they choose a new advisor in their discipline of choice. Though students may choose to have more than one academic advisor, *only students' advisors of record may approve registration for classes.*

**Triad Program for Students with Special Academic Needs**

Assistant Director: Kelli Delaney

The Triad Program provides enriched advising support for students in the first-year advising program, in conjunction with the Center for Writing, Learning, and Teaching. In addition, Triad maintains an "early alert" network for students with academic and personal concerns and offers support for students in academic difficulty.

**Graduate School Preparation**

Approximately one in five Puget Sound students go on to graduate or professional school immediately after graduation, and nearly half enroll in graduate programs within five years of graduation. Recognizing this, both faculty advisors and the Office of Academic Advising offer support and counsel for students planning further education. Academic Advising maintains an excellent resource library on postbaccalaureate study. The office also serves as the primary source of counsel for students seeking admission to law school.

**Health Professions Advising**

Chair: Joyce Tamashiro

Associate Advisor: Kathleen Samms

The Health Professions Advising Office provides special career counseling, practice interviews, letters of evaluation, and assistance in the application process for students who aspire to careers in the fields of medicine, veterinary medicine, dentistry, physician assistant, optometry, nursing, pharmacy, and related fields. Students interested in occupational therapy or physical therapy should contact the programs in Occupational Therapy and Physical Therapy at Puget Sound. Students interested in careers in the health professions may major in any subject, but should meet minimum requirements in the sciences, mathematics, and other courses specified by the professional schools. In addition, national standardized admission examinations 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 (Cell Biology - 212 recommended); CHEM 110, 111 or 230, 250, 251; PHYS 111 or 121, 112 or 122. Biochemistry, Genetics, and Molecular Biology courses are increasingly recommended by medical schools. Medical and other professional schools vary in the mathematics requirement; some programs require calculus while others specify statistics.

Students are encouraged to consult the Health Professions Advising website at: [www.pugetsound.edu/academics/academic-offices/academic-advising-registrar/resources/health-professions-advising/](http://www.pugetsound.edu/academics/academic-offices/academic-advising-registrar/resources/health-professions-advising/) and make early contact with the Health Professions Advising staff. The office, along with a resource center that includes professional school catalogs, entrance requirements, and other information, is located in Thompson Hall, Room 203. For appointments students may call 253.879.3814 or send an e-mail message to [ksamms@pugetsound.edu](mailto:ksamms@pugetsound.edu).

**Teaching and Counseling Professions**

Members of the Teaching and Counseling Professions Advisory Committee are available to provide targeted advising for undergraduate students interested in pursuing graduate work or a career in

education or counseling. Contact 253.879.3382, [edadvising@pugetsound.edu](mailto:edadvising@pugetsound.edu), [www.pugetsound.edu/edadvising](http://www.pugetsound.edu/edadvising).

## Pre-Law Advising

Advisor: Brad Reich

As the Law School Admission Council and American Bar Association state in their *Official Guide*, “the ABA does not recommend any undergraduate majors or group of courses” for pre-law students. Instead, “taking a broad range of difficult courses from demanding instructors is excellent preparation for legal education.” The LSAC and ABA recommend a curriculum that teaches “analytical and problem-solving skills, critical reading abilities, writing skills, oral communication and listening abilities, [and] general research skills.” Accordingly, Puget Sound offers no undergraduate pre-law major, encouraging students interested in the law to follow the academic program that most interests them and to seize every opportunity to take courses that will promote their critical thinking, reading, writing, and research skills.

In their early years at Puget Sound, students interested in the law should concentrate on taking challenging courses in the disciplines that intrigue them. When they reach their junior year, they should begin in earnest to research and prepare applications to law school, as well as to take the Law School Admission Test. Pre-law advisors among the faculty and in the Office of Academic Advising are available to help them with these tasks.

Resource materials for pre-law students are available in the Office of Academic Advising’s graduate study library, Howarth 101. These resources include the *Official Guide to ABA-Approved Law Schools*, as well as books covering the law school admission process, books covering the law school experience, and books covering careers in the law.

## Career and Employment Services

Director: Kim McDowell

Career and Employment Services (CES) engages with students to help them acquire the skills, experiences, and contacts necessary for building a meaningful career after college. CES provides comprehensive resources at every stage in students’ career development, from internships to part-time, summer, work-study, and full-time employment.

Distinctive resources, partnerships, and opportunities available to students through CES include:

- Continuous outreach to students about career topics through weekly e-newsletters, social media, and a weekly table at the dining hall where students can drop by and ask CES staff members specific questions.
- An active alumni network featuring more than 2,500 alumni from a variety of professions who are available to consult with students about careers, graduate studies, and transitioning from Puget Sound.
- Career advising and assessment to help students devise personalized strategies for career development or a job search based on individual interests and goals.
- Programming targeted at helping students explore potential career paths, perfect resumes, practice interview skills, prepare for professional situations, and more.

Students are encouraged to visit the CES website at [www.pugetsound.edu/ces](http://www.pugetsound.edu/ces) and CES Resources Exclusively for Students on Cascade: <https://cascade.pugetsound.edu/cascade/CESResources.main>.

## Internship and Cooperative Education Program

Coordinator: Alana Hentges

Career and Employment Services (CES) provides a full range of resources and services to help students connect with experiential opportunities. In partnership with other liberal arts colleges throughout the nation, CES has developed online access to thousands of opportunities in the Puget Sound region, across the country, and around the world. It is possible to link some experiences to the curriculum for academic credit through either the internship or cooperative education programs, provided those arrangements are made prior to enrollment. Students interested in pursuing an internship may visit CES in Howarth 101 for more information.

Students interested in pursuing an internship for academic credit, please see page 216.

## Graduate and Undergraduate Fellowships Office

Director: Sharon Chambers-Gordon

Faculty Advisor: David Tinsley

Students have many opportunities to earn external scholarships, fellowships, or other special support for postgraduate travel, research, and study; and some external awards support upper-division undergraduate study. The Fellowships Director works in collaboration with a Fellowships faculty committee as well as faculty designates to assist students in applying for external fellowships and scholarships awards, including the Rhodes, Marshall, Gates Cambridge, Mitchell, Fulbright, Luce, Truman, Howard Hughes, Watson, Goldwater, Rotary, and other awards such as the Jack Kent Cooke Graduate scholarship. Success in achieving external scholarships and fellowships requires early and strategic planning. Students are encouraged to begin the exploratory process during spring semester of their first year, and during their second year begin working with the Graduate and Undergraduate Fellowships Office and faculty designates to initiate the application process. For appointments students may come to Howarth 114J or call 253.879.3329. Students may also access information at [www.pugetsound.edu/academics/academic-resources/fellowships-scholarships/](http://www.pugetsound.edu/academics/academic-resources/fellowships-scholarships/) or send an e-mail message to [fellowships@pugetsound.edu](mailto:fellowships@pugetsound.edu).

## Center for Writing, Learning, and Teaching

Director: Julie Neff-Lippman

The Center for Writing, Learning, and Teaching is a place where students come to enhance their Puget Sound education. The center helps students at all levels develop their full academic potential.

A wide range of services and programs are designed to promote effective and independent learning. Students may take classes to improve their reading speed and comprehension. They may meet with a professional staff member for assistance with developing strategic learning competencies, or with a peer for tutoring in specialized content areas. They may also take advantage of workshops on various topics or join a peer-led study group.

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 correct, clear, direct, and persuasive.

Prospective graduate students use the center’s resources to receive thoughtful advice on scholar-

ship and graduate and professional school applications.

In addition, the center administers placement testing for first-year students and foreign language proficiency assessments and works closely with advisors, faculty, and students in interpreting test scores and suggesting appropriate courses. The center is also home to the Office of Disability Services.

The center advises faculty members on ways of using writing in their courses and provides faculty development opportunities. For appointments, students may come to Howarth 109 or call 253.879.3395. More information on services and schedules is available online at [www.pugetsound.edu/academics/academic-resources/cwlt/](http://www.pugetsound.edu/academics/academic-resources/cwlt/).

## Services for Persons with Disabilities

The University of Puget Sound is committed to providing program access and appropriate support services to individuals with disabilities. For details regarding eligibility and possible accommodations, refer to the disabilities office website at [www.pugetsound.edu/academics/academic-resources/disabilities-services/](http://www.pugetsound.edu/academics/academic-resources/disabilities-services/), or contact the coordinator of disabilities services in the Center for Writing, Learning, and Teaching at 253.879.3395 or TDD 253.879.3399. The complete disability policy is published in the *Academic Handbook* and on the university's website.

## Technology Services

Chief Technology Officer: William Morse

Technology Services (TS) provides an extensive range of tools and resources to support student, faculty, and staff use of current and evolving technologies. The campus features more than 100 electronic classrooms and more than 300 computers in general access and residence hall labs. There are also discipline-specific computer labs and a state-of-the-art digital media lab with micro-studios and multimedia equipment available for checkout.

The university runs a 250 Mbps high-speed connection to the Internet with comprehensive wireless connectivity in all campus buildings, including every residence hall and university-owned house. Each student is assigned a Puget Sound login ID which provides access to the wireless network, a 500 MB e-mail account, university-owned computers, Cascade (the university portal), Moodle and Mahara (online academic tools), SoundNet (the campus intranet), vDesk (a virtual desktop for anytime, anywhere computing), and a 2 GB network file share.

See [www.pugetsound.edu/tspurchasing](http://www.pugetsound.edu/tspurchasing) for computer recommendations and links to discounted pricing on hardware and software. Free downloads of anti-virus software are available at [www.pugetsound.edu/tshelp](http://www.pugetsound.edu/tshelp).

Learn more about Technology Services at [www.pugetsound.edu/ts](http://www.pugetsound.edu/ts). For assistance, contact the Service Desk at 253.879.8585, [servicedesk@pugetsound.edu](mailto:servicedesk@pugetsound.edu), or by visiting the Tech Center in Collins Memorial Library.

## Collins Memorial Library

Director: Jane Carlin

Collins Memorial Library is a central part of academic life at Puget Sound and plays an integral role in teaching and learning. Its mission is to provide excellent collections, high-quality service, engaging learning environments, and innovative instruction.

The library provides access to a rich variety of resources. The physical collection consists of more than 600,000 volumes of books, maps, music scores, media (CDs and DVDs), and thousands of publications of the federal and Washington state governments. Users have access to periodicals, most of

which are available from the desktop via electronic subscriptions. The library provides access to more than 100 online indices and full-text databases, which greatly expand access to information. Puget Sound is a member of the Orbis-Cascade Alliance, a consortium of Washington and Oregon academic institutions. If Puget Sound does not have access to the resources you require on-site, you may request materials from the consortium which are delivered by courier in two to four business days. The library also maintains the University Archives and unique special collections.

Library services help students develop the research skills they need to succeed in their academic career and in life. Reference assistance is offered in person and through a virtual 24/7 network of librarians. Subject librarians are available for one-on-one research consultations. Librarians also work closely with faculty, offering information literacy sessions for students, consultation on the design of course assignments, and handouts or Web pages tailored specifically to the resources and research techniques most appropriate to the course.

Collins Memorial Library offers a variety of study spaces, ranging from individual tables to rooms for group study. The Library is fully networked and provides data ports and wireless access for individual laptops throughout the building. The library's Learning Commons, available to users with university network accounts, has 36 computer workstations that provide access to library resources as well as to productivity and course-related software. The Technology Center, located on the lower level of the library also provides assistance.

The building is open 116.5 hours a week so that students have access to study areas and materials as much as possible. Twenty-four-hour access is available during reading period and final exam weeks.

## 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 *Student Handbook* (available on the university's website) is the comprehensive repository of academic and student conduct policies. See the handbook 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, study abroad, Student Integrity Code, Sexual Harassment Policy, Alcohol and Drug Policy, and Residence Policy.

## 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 undergraduate 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 Tuition and Fees" 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. The student is also held responsible for making any change to his or her registration in compliance with the registration deadlines as published in the academic calendar.

### 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 postsecondary 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 4 independent study courses may count toward the bachelor's degree and no more than 2 toward a graduate degree. No more than 1 independent study may be taken in a single term.

## Explanation of Credit

For purposes of transferring credit, one unit is equivalent to 6 quarter hours or 4 semester hours.

## System of Grading

Letter Grades	Grade Points Per Unit
A	4.00
A-	3.67
B+	3.33
B	3.00
B-	2.67
C+	2.33
C	2.00
C-	1.67
D+	1.33
D	1.00
D-	0.67
P (Pass, C- or higher)	0 (not computed in GPA)
F (Fail)	0 (computed in GPA)
W (Withdrawal)	0 (not computed in GPA)
WF (Withdrawal Failing)	0 (computed in GPA)
AU (Audit)	0 (not computed in GPA)
I (Incomplete)	0 (not computed in GPA)
IP (In Progress)	0 (not computed in GPA)

An explanation of these grades and grading policy is in the *Academic Handbook*, available on the university's website.

Grades are accessed by students through their Cascade Web accounts at <http://cascade.puget-sound.edu>. Grades are also provided to academic advisors.

Because of federal privacy laws, grades are not automatically mailed to parents or guardians. A student who wishes parents or guardians to receive grades may complete a request for parent or guardian grade reports in the Office of the Registrar, Jones 013. When this form is completed, parents/guardians 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/guardians of students whose financial accounts are in arrears.

## Academic Standing

The Academic Standards Committee will review the record of each student whose cumulative grade

average is below 2.00 at the end of any term. A student whose average is below 2.00 will be put on academic probation for one term. If the average remains below 2.00 for a second term, the student may be dismissed from the university.

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

See the *Academic Handbook* for the full probation/dismissal policy.

## 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 013. 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 *Academic Handbook*, available on the university's website.

A student may petition the Academic Standards Committee for the waiver of some university academic regulations when extraordinary conditions indicate such a waiver is in the student's best educational interest and will not compromise standards. Some requirements are not petitionable. For reference, see the Petitions for Exceptions section in the *Academic Handbook*. Petition forms may be obtained in the Office of the Registrar, Jones 013.

## The Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

1. The right to inspect and review the student's education records within 45 days of the day the University of Puget Sound receives a request for access.
 

A student should submit to the registrar a written request that identifies the record(s) the student wishes to inspect. The registrar will make arrangements for access and notify the student of the time and place at which the records may be inspected. If there are records included in the request that are not maintained in the Office of the Registrar, then the registrar will coordinate with the appropriate university official to arrange access for the student.
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.
 

A student who wishes to ask the University of Puget Sound to amend a record should write the university official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed.

If the responsible official decides not to amend the record as requested, the responsible official will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.
3. The right to provide written consent before the University of Puget Sound discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

FERPA authorizes the disclosure of education records, without the student's written consent, to school officials with legitimate educational interests.

A school official is a person employed by the University of Puget Sound in an administrative, supervisory, academic, research, or support staff position (including staff in Security Services and staff in Counseling, Health, and Wellness Services); a person or company with whom the University of Puget Sound has contracted as its agent to provide a service instead of using university employees or officials (such as an attorney, auditor, or collection agent); a person serving on the Board of Trustees; or a student serving on an official committee such as the Academic Standards Committee or the Honor Court, or assisting another school official in performing his or her duties.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the university.

Upon request, the University of Puget Sound may also disclose education records without consent to officials of another school in which a student seeks to enroll or is enrolled.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University of Puget Sound to comply with the requirements of FERPA.

FERPA is administered by the Family Policy Compliance Office at the following address:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Washington, D.C. 20202-5901

## Public Notice Designating Directory Information

In addition to this notification of student rights, 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 University of Puget Sound at its discretion.

**Category I** Student's name and current enrollment.

**Category II** Student's campus, local, and permanent addresses and telephone numbers.

**Category III** Student's date and place of birth, dates of attendance, class standing, previous institution(s) attended, major/minor/program of study, honors (to include the Dean's List), degree(s) conferred (including date conferred), enrollment status (full-time, half-time, etc.), and class schedule.

**Category IV** Past and present participation in sports or other activities, physical factors (height, weight, etc.), and photograph.

**Category V** Electronic mail address(es).

Currently enrolled students may direct that disclosure of any category of information be withheld. To do so, the student must submit written notification to the Office of the Registrar prior to September 10. Written notice may be sent to:

Office of the Registrar  
University of Puget Sound  
1500 N. Warner St. #1034  
Tacoma, WA 98416-1034

Current students may also complete a form requesting that directory information be withheld and this form is available in the Office of the Registrar, Jones Hall, Room 013.

The University of Puget Sound will honor a request to withhold directory information but does

not assume responsibility to contact the student for subsequent permission to release such information. Regardless of the effect upon the student, the University of Puget Sound assumes no liability as a consequence of honoring a student's request to withhold directory information.

The University of Puget Sound assumes that failure on the part of any student to specifically request that directory information be withheld indicates consent for disclosure.

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## ADMISSION TO THE UNIVERSITY

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Vice President for Enrollment and Dean of Admission: George H. Mills Jr.

Director of Admission: Fumio Sugihara

Senior Associate Director of Admission: Carolyn Johnson; Kyle Haugen

Associate Director of Admission: Mike Rottersman; Robin Bruce-Aijian

Assistant Directors of Admission: John Hansen; Martha Wilson

Assistant Director of Admission/Music Admission Coordinator: Katherine Drago

Admission Counselors: Emma McLeavey-Weeder; Sam Riggs; Chris Sheppard

International Student Coordinator (Office of International Programs): Sally Sprenger

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 and a careful evaluation is made of the student's curricular and cocurricular record.

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 University of Puget Sound. The Committee recognizes that because the university is committed to maintaining a national student body, course patterns will vary considerably. Therefore, this pattern of coursework is recommended, but not required: English - four years; Mathematics - three/four years; History/Social Studies - three years; Foreign Language - two/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 and student admission associates are available to answer questions and conduct interviews with high school seniors. Tours led by current Puget Sound 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 August).

Visitors may attend classes in their area of interest during regular class sessions. Arrangements can be made for visiting high school seniors 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 Break. During Fall Break, Winter Break, Spring Recess, and Summer Break only limited services are available because classes are not 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 N. Warner St. #1062, Tacoma, WA 98416-1062, telephone: 253.879.3211, 800.396.7191, e-mail: admission@pugetsound.edu. Before scheduling a campus visit,

prospective students may want to browse the university website at [www.pugetsound.edu](http://www.pugetsound.edu) to learn about campus activities and events that may be of interest.

### Freshman Admission

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 Decision Plan.** Applications are due January 15. The Admission Committee will continue to consider applications received after this date on a space-available basis. For regular applicants, notification of admission decisions is on or before April 1. 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 or other additional information may also be requested. The university subscribes to the National Candidates' Reply Date of May 1 and does not require advance payments prior to this date. **Advance Tuition Payments are not refundable after May 1.**

**Early Decision Plan.** Students who wish to apply to University of Puget Sound early in their senior year may want to consider the Early Decision plan. Two Early Decision deadlines are available. For Early Decision I, 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 the student pays an advance tuition deposit by January 15. For Early Decision II, the application for admission is due on January 2. The student receives a notification of acceptance which is mailed on February 15 (along with a tentative notification of financial aid, if admitted), and the student pays an advance tuition deposit by March 15. The Early Decision plan applies to fall term admission only. Deposits made by Early Decision candidates are not refundable.

Early Decision (I & II) is a binding agreement. Students may apply to other colleges simultaneously, but they may only apply to one college or university through the Early Decision plan. Students accepted under this plan are expected to withdraw their applications from other colleges and submit an advance tuition deposit to University of Puget Sound.

To receive initial notification of need-based financial aid by December 15 (Early Decision I) or February 15 (Early Decision II), students should submit their customized financial aid PROFILE to the College Scholarship Service (CSS) by November 1 (Early Decision I) or December 15 (Early Decision II), listing the University of Puget Sound (code #4067). Students may file their customized PROFILE after November 1 (Early Decision I) or December 15 (Early Decision II), but should then expect to receive their financial aid results somewhat later than December 15 (Early Decision I) or February 15 (Early Decision II).

All students applying for financial aid, including those admitted through the Early Decision plan, must submit the Free Application for Federal Student Aid (FAFSA) as soon as possible after January 1. Official award decisions will be mailed to students beginning March 15, if their FAFSA has been received by the processors by February 1.

For complete information on financial aid and scholarship opportunities, please refer to the "Student Financial Services" section of this *Bulletin*.

**Early Admission.** Advanced high school students who have not completed graduation requirements may apply for admission to 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. Students interested in Early Admission should contact the Office of



Admission for more information.

**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 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. Students must pay a "per-unit" rate for courses taken at Puget Sound. Students interested in simultaneous enrollment while in secondary school should contact the Office of Admission for more information.

**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 \$300 advance tuition deposit to hold their place in the next class. The \$300 advance tuition fee becomes 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 may be sent, but an application is not considered complete until original documents are received.

1. *Common Application for Freshman Admission.* The university is a member and exclusive user of The Common Application. The Common Application may be completed and submitted online at [www.commonapp.org](http://www.commonapp.org). Applicants may also download and print the application.
2. Puget Sound Supplement to the Common Application. Applicants must submit the Puget Sound Supplement Form which may be submitted online at [www.commonapp.org](http://www.commonapp.org) or downloaded and submitted in hard copy.
3. *Transcripts.* An official high school transcript that includes an applicant's ninth through 11th grade academic record should be forwarded to the Office of Admission.
4. *Tests.* Applicants must take either the 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.
5. *Secondary School Report.* (Included in The Common Application for Freshman Admission.) Applicants should submit this form to their secondary school counselors. The evaluators should forward the completed form along with a personal recommendation to the Office of Admission.
6. *Teacher Evaluation.* (Included in The Common Application for Freshman Admission.) Applicants should submit this form to a current or recent teacher. The evaluator should forward the completed form along with a personal recommendation to the Office of Admission.
7. *Early Decision Statement.* (Included in The Common Application for Freshman Admission.) Applicants intending to apply Early Decision must complete and submit the Early Decision Agreement included in The Common Application for Freshman Admission.
8. *Application Fee.* A \$50 (U.S. funds) nonrefundable 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. The university normally will grant lower division credit for scores of 4 or 5 on an Advanced Placement (AP) Examination, and in selected instances for scores of 3. Students may be allowed up to a total of eight (8) units of advanced standing credit by examination, including AP and IB credit (a maximum of 8 through AP and 6 through IB). In no case may AP credit be applied toward uni-

versity core requirements, but in some cases students may earn exemptions from first-year Puget Sound courses. Students earning course exemptions must be careful in their course selections, since any student who earns an exemption from a Puget Sound course and then completes that course (or a course preparatory to the exempted course) is subject to a revision of the original AP evaluation and a possible reduction of credit. The university's goal in granting credit for AP exams is to award students a fair amount of credit for their advanced study in high school, to ensure that students are placed in the next appropriate course (should they continue to study in that discipline), and to direct students into courses that will supplement their academic achievement in high school. Details regarding specific examinations, grade requirements, credit awards, and course exemptions are available from the Office of the Registrar.

**International Baccalaureate.** University of Puget Sound will grant one (1) unit of lower-division credit for a student's results on each International Baccalaureate (IB) Higher Level Examination passed with a score of 5, 6, or 7. Additionally, one (1) unit of lower division elective credit will be allowed for the Theory of Knowledge if a student has earned the IB Diploma. Students may be allowed up to a total of eight (8) units of advanced standing credit by examination, including AP and IB credit (a maximum of 8 through AP and 6 through IB). Students earning IB credit should note that IB results may apply as electives or to a major/minor but may not be applied to university core requirements. Students earning course exemptions for IB work must be careful in their course selections, since any student who earns an exemption from a Puget Sound course and then completes that course (or a course preparatory to the exempted course) is subject to a revision of the original IB evaluation and a possible reduction of credit. The university's goal in granting credit for IB Examinations is to award students a fair amount of credit for their advanced study in high school, to ensure that students are placed in the next appropriate course (should they decide to continue study in that discipline), and to direct students into courses that will supplement their academic achievement in high school. Details regarding specific course exemptions are available from the Office of the Registrar.

**College Classes While in High School** (including Running Start). 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.

## Transfer Admission

Students who have attended other regionally accredited colleges or universities may apply for Transfer Admission. 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 university or college recognized by University of Puget Sound. Personal development, remedial, technical, or vocational courses are not transferable.

**General Policies for Transfer Students**

1. One University of Puget Sound unit is equivalent to four (4) semester credits or six (6) quarter credits.
2. Transfer students are limited to 16 units (96 quarter credits or 64 semester credits) of transfer credit and must earn at least 16 more units at Puget Sound to complete the 32 units required for a bachelor's degree.
3. The maximum activity credit allowed within a Puget Sound degree program is 2.0 units. Activity credit includes athletics, music performance, theatre performance, forensics, and any other student participation program.
4. Advanced Placement (AP) or International Baccalaureate (IB) examination scores must be submitted with the application materials. Puget Sound does not provide credit for CLEP examination scores or for military training.
5. No more than a combined total of four (4) units of self-paced study (e.g., online and electronic) courses are accepted in transfer. Such courses do not fulfill university core requirements. Additionally, students requesting transfer credit for such courses must provide a course syllabus or outline.
6. No more than four (4) academic units taken with a pass/fail or credit/no credit grading option may apply toward the 32 units required for graduation. In addition, all university core requirements must be taken for a letter grade.
7. All coursework will be evaluated on an individual basis to determine fulfillment of university core requirements. Sophomore transfer students may complete four (4) core requirements and the foreign language requirement with transfer credit while junior transfer students may complete 5 core requirements and the language requirement with transfer credit. All students must complete the Connections core requirement at Puget Sound. Courses that transfer in fulfillment of core requirements may not be completed through independent study nor be graded on a pass/fail basis.
8. Sixteen (16) units must be completed in residence in order to obtain a Puget Sound degree. At least four (4) units for a major and three (3) units for a minor must be completed in residence.
9. 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 may be subject to immediate expulsion.

**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 college or university  
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.
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 transcripts or test scores may be sent, but an application is not considered complete until original documents are received.

1. *Common Application for Transfer Admission.* The university is a member and exclusive user of The Common Application. The Common Application can be completed and submitted online at [www.commonapp.org](http://www.commonapp.org). Applicants may also download and print the application.
2. Puget Sound Supplement to the Common Application. Applicants must submit the Puget Sound Supplement Form which may be submitted online at [www.commonapp.org](http://www.commonapp.org) or downloaded and submitted in hard copy.
3. *Transcripts.* 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 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.
4. *Application Fee.* A \$50 (U.S. funds) nonrefundable processing fee must be submitted with the Application for Transfer Admission. Official fee waivers are acceptable.
5. *College Official's Form.* (Included in The Common Application for Transfer Admission.) This form may be obtained online at [www.commonapp.org](http://www.commonapp.org). Applicants should submit this form to an appropriate college official at their current institution. The evaluators should forward the completed form to the Office of Admission.
6. *Instructor Evaluation.* (Included in The Common Application for Transfer Admission.) One Instructor Evaluation is required. This form may be obtained online at [www.commonapp.org](http://www.commonapp.org). Applicants should submit this form to a current or recent college instructor. The evaluators should forward the completed form along with a personal recommendation to the Office of Admission.
7. Official scores of any nontraditional work may 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 or CLEP examination scores.

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 completing an Application for Transfer 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.** Students admitted to Puget Sound will receive a Letter of Acceptance and a Reservation Statement. An advance tuition deposit of \$300 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 by May 1.

The advance tuition deposit for fall semester 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 (refund requests for spring semester deposits must be received two months preceding the term in which the student would have enrolled).

If university housing is desired, students should submit the Housing Preferences form via their Cascade account immediately upon submitting their advance tuition deposit.

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.** Students admitted to Puget Sound will receive a Letter of Acceptance, a transfer evaluation, and a Reservation Statement.

The advance tuition deposit for fall semester is refundable only if the request for refund is submitted in writing to the Office of Admission prior to May 1. Refund requests for spring semester deposits must be received two months preceding the term in which the student would have enrolled.

If university housing is desired, students should submit the Housing Preferences form via their Cascade account after submitting their advance tuition deposit.

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.** University of Puget Sound welcomes applications from international students. The university is authorized under federal law to enroll nonimmigrant students. Along with all required application materials and the International School Supplement to the Secondary School Report (available at [www.commonapp.org](http://www.commonapp.org)), 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, January 15, in the year of fall enrollment.

Transfer, March 1, in the year of fall enrollment.

For further information regarding international admission procedures, please contact the international admission coordinator, Office of Admission, University of Puget Sound, 1500 N. Warner St. #1062, Tacoma, WA 98416-1062 USA, telephone: 253.879.3211, e-mail: [admission@pugetsound.edu](mailto:admission@pugetsound.edu); website: [www.pugetsound.edu](http://www.pugetsound.edu); facsimile (fax): 253.879.3993.

**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 (paper-based exam), 213 (computer-based exam), or 80 (Internet-based exam). Registration materials are available from the American Consulate in the student's home country, by writing TOEFL/TSE Services, P.O. Box 6151, Princeton, NJ 08541-6151 USA, or online at [www.ets.org/toefl/](http://www.ets.org/toefl/).

**Financial Statement.** Students on an F-1 Visa (Student Visa) must also provide evidence of suffi-

cient funds to cover one full year of study by filing the College Board's CSS/PROFILE (International Student Financial Aid Application) and the College Board's International Student Certification of Finances. International students must not depend upon earnings from employment, anticipated financial assistance, or scholarship grants.

## Summer Session

Non-matriculating students may register for summer classes by completing an enrollment form available from the Office of the Registrar.

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, 1500 N. Warner St. #1062, Tacoma, WA 98416-1062, telephone: 253.879.3211; e-mail: [admission@pugetsound.edu](mailto:admission@pugetsound.edu); website: [www.pugetsound.edu](http://www.pugetsound.edu).

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## DIVISION OF STUDENT AFFAIRS

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Vice President for Student Affairs/Dean of Students: Mike Segawa

Associate Dean of Students: Donn Marshall

Assistant Dean of Students: Debbie Chee; E. Kate Cohn

Chaplain/Director of Spirituality, Service and Social Justice: Dave Wright

Director of Counseling, Health & Wellness Services: Linda Everson

Director of Multicultural Student Services and Off-Campus Student Services: Czarina Ramsay

Director of Residence Life: Shane Daetwiler

Director of Student Activities: Marta Palmquist-Cady

Conduct Officer: E. Kate Cohn

The dean of students/vice president for student affairs works on behalf of all students through collaboration with faculty, staff, and student leaders. He joins other university officers in long-range planning and advises the president and Board of Trustees on student issues and concerns. Assistance is available for a wide variety of issues, including personal or academic problems, family or personal emergencies, or general guidance with issues of life as a student. The dean of students office is in Wheelock Student Center, Room 208, 253.879.3360, Campus Mailbox 1069.

The dean also has overall responsibility for the following Division of Student Affairs (DSA) departments:

## Counseling, Health, and Wellness Services (CHWS)

CHWS provides an integrated approach to helping students achieve emotional and physical well-being. Students are invited to make an appointment for confidential counseling on issues such as anxiety, depression, substance abuse, eating disorders, sexuality and relationships, adjustment to college, trauma, and other concerns. Urgent care "walk-in" visits for counseling are also available each day from 1 to 3 p.m. CHWS refers students to off-campus providers when specialized care or an earlier appointment is needed.

Students may seek confidential medical evaluation and treatment for many of their primary health

care needs. There are no “walk-ins” for medical treatment, but a limited number of same-day, urgent care appointments open up each morning. Students learn self-care and the appropriate use of health services. Most medical services are free of charge; however, medications, medical supplies, in-clinic and outside laboratory tests, and X-rays are charged to the patient. When necessary, CHWS refers students to off-campus providers for care.

## Multicultural Student Services

Multicultural Student Services (MCSS) provides resources and support promoting the success of students of color, lesbian, gay, bisexual, and transgender students; women; students of different faiths; and all students interested in multicultural issues. MCSS staff members coordinate the advising of many student organizations, including the Black Student Union, B-GLAD (the gay-straight alliance), Hui-O-Hawai'i, Asian Pacific American Student Union, Jewish Students Organization, Community for Hispanic Awareness, Vagina Anti-Violence Alliance, and VOX: Voices for Planned Parenthood. In addition, MCSS staff support educational and social activities to promote cross-cultural awareness. The Student Diversity Center is a gathering place for many of these groups and activities. MCSS staff also work closely with staff from the Office of Spirituality, Service, and Social Justice supporting multifaith student organizations.

## Off-Campus Student Services (OCSS)

OCSS provides assistance to students seeking off-campus living options and those considering such a move. OCSS has a regularly updated website, complete with links for students to search for housing, view sample leases, learn about safety living off campus, and how to make the transition to off-campus living. OCSS staff meets with students to help review leases, ease landlord-tenant relations, and help students find housing that best suits their needs. A monthly newsletter is posted to the website providing helpful tips and important things to know about living off campus. OCSS is located in the campus house at 3209 N. 15th. Stop by for an appointment, or send an e-mail message to [offcampus@pugetsound.edu](mailto:offcampus@pugetsound.edu).

## Residence Life

The Office of Residence Life seeks to ensure that the academic mission of the university is sustained by students' living arrangements on campus. The department strives to create a sense of community within each of the residential facilities. Through educational and social programs and other resources, the department aids residents in the development of those qualities that are essential to academic achievement, personal growth, and successful group living. Living spaces on campus include residence halls (nine Tudor-Gothic residence halls are arranged in two spacious quadrangles on the north and south ends of campus) and Union Avenue Residences (residences on Union Avenue that house all seven of the university's national fraternities and sororities—Phi Delta Theta, Sigma Alpha Epsilon, and Sigma Chi, Alpha Phi, Gamma Phi Beta, Kappa Alpha Theta, and Pi Beta Phi; first-year students are not allowed to live in the chapter houses). Students residing in these buildings are required to purchase a board plan. Also included are residence houses (these 55 houses vary in size, are reserved for continuing students, and include some theme housing) and students residing here have the option of purchasing a meal plan.

The university offers several special residential programs, including theme floors and halls (e.g., healthy options, substance free, and outdoor programs/adventure education). In addition, first-year students may be enrolled in a fall seminar whose participants live together on the same floor of a residence hall. These seminars are referred to as residential seminars. Also, there are theme houses that create strong links between living and learning experiences, involving students who have similar

interests and who develop a living environment that is conducive to intellectual inquiry beyond the classroom. A university faculty or staff member who is committed to student growth and development through practical experience advises each house. The special program houses include the Honors/Langlow House for first-year students in the Honors Program, language and music houses, and a number of houses whose themes range from academics to community service. With the exception of the Honors Program in Langlow House and the Language and Cultures House, campus houses are reserved for students at the sophomore level and higher.

First-year students who are interested in joining a fraternity or sorority participate in formal recruitment 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 recruitment and move into the chapter's housing facility immediately, provided space is available.

Each living unit is staffed by undergraduate students, or resident assistants (RAs), who serve as peer counselors, hall administrators, and facilitators for the residents of their living area. The staff enforces the Student Integrity Code and other university policies. The staff also initiates, organizes, and implements educational and developmental programs that contribute to the academic and personal growth of residents. Resident Community Coordinators (RCCs) perform many similar duties for the residence houses and Trimble Hall. Resident Directors (RDs) are full-time, master's-level university staff who live in apartments in the residence halls. The four RDs coordinate daily life in the residence halls and supervise RAs and programming.

The Student Integrity Code, as well as federal, state, and local laws, govern students in all residence units. Failure to comply with the governing laws and codes may be considered grounds for termination of residence. Students are encouraged to be self-regulating and to adopt their own system of government within each facility, consistent with university policies. Each residential unit has a student government that engages in community issues and assists in policy decisions.

### *Residence Life Application Process*

To be eligible for a room assignment, students must submit the \$300 advance tuition deposit and complete an online Housing Preference form. Admitted students are encouraged to submit the \$300 deposit as early as possible. Room assignments are determined according to the date the deposit is received by the admission office.

Contracts are binding for the full academic year, unless otherwise specified. Residents may apply for a contract cancellation if they withdraw from the university, participate in a university-approved study abroad program, or have unusual extenuating circumstances.

Confirmation of room assignments and roommate information for fall enrollment is posted to their Cascade account and placement letters are mailed to admitted students during the month of July.

### *Rates*

Room and board costs are charged as a unit, and all students living in residence halls (including Trimble Hall) or the Union Avenue facilities must pay board as well as room charges. Residents of on-campus houses are charged room costs only and have the option of purchasing a meal plan. Room and board rates are subject to change. University housing rates are detailed in the “Student Financial Services” section of this *Bulletin*.

### *Housing for Continuing Students*

In the spring semester of each year, all current students are invited to attend the Housing Lottery. The Housing Lottery occurs early in the spring term. All students living in on-campus housing during spring semester automatically receive their lottery number; off-campus students must contact

the Office of Residence Life to receive a number for participation. Students living in residence halls have the option to “homestead” or stay in their current rooms. Trimble Hall residents may apply to homestead. The homesteading process occurs in the weeks prior to the lottery. For more information, contact the Office of Residence Life, 253.879.3317, Campus Mailbox 1003.

**Spirituality, Service, and Social Justice (SSSJ)**

SSSJ is responsible for supporting and developing programs and resources for a broad range of students and groups related to religious life, spiritual diversity, social justice, and community service. The university chaplain is available to students of all religious or spiritual backgrounds, including those who identify as nonreligious, agnostic, or atheist, for support, reflection, and program development. Student-led religious life clubs provide connection and activities for students from many different spiritual backgrounds, and students are always welcome to form new groups that meet their needs. A team of five interfaith coordinators help develop and implement programs and give student leaders a chance to develop skills in interreligious leadership. SSSJ invites local, national, and international figures to campus to challenge our community to engage issues of social, political, spiritual, and social difference.

The Community Involvement and Action Center (CIAC) is a central point for the campus community to connect with off-campus organizations for community service. Through the CIAC, students, faculty, and staff work with more than 250 community partners. The CIAC offers campus-led programs for mentoring and tutoring local public school students, a campus “food salvage” program that helps provide support to local hunger organizations, and an award-winning program that helps students donate thousands of items of clothing and furnishings to Tacoma-area service organizations.

SSSJ staff members also work with a wide range of student groups and campus initiatives that support interest in and exploration of social justice, inclusion, and diversity. SSSJ facilitates an Alternative Break program, which offers students the chance to spend part of fall and spring breaks immersed in Tacoma doing community service, meeting with local activists and leaders, and reflecting on the intersection of social disparities with their own values and identities.

**Student Activities**

Student Activities enhances the living-learning environment, encourages student participation in Puget Sound traditions, and provides resources and leadership opportunities that empower students to build a foundation for their future. Student Activities encompasses new student orientation, the Wheelock Student Center (WSC), outdoor programs, Greek life, and student-led cultural and social programs. The myriad programs are inclusive of all students and members of the Puget Sound community.

Puget Sound’s new student orientation program works to make the transition to college and the university community smooth, easy, and fun. Students have the opportunity to interact with faculty, staff, and classmates while exploring the Northwest. At the beginning of the spring semester, students may consider joining one of the campus fraternities or sororities. Greek living is a residential option that attracts nearly a quarter of the student body and provides a supportive environment for its members.

Wheelock Student Center (WSC) is the hub of campus life. Each day of the week, WSC is busy with activities ranging from afternoon concerts to espresso breaks, from club and organization meetings to poetry readings. WSC is home to the Bookstore, dining hall, Diversions Café, The Cellar, Information Center, and Mail Services. Wireless Internet is available in WSC.

Puget Sound Outdoors facilitates student-led programs to explore the breathtaking Pacific

Northwest and enhance the educational experience. The program provides weekend outdoor trips, presentations, equipment rental, a bike shop, skills development, and leadership opportunities.

**STUDENT FINANCIAL SERVICES**

Associate Vice President for Student Financial Services: Maggie Mittuch

Director of Student Financial Services: Ava Brock

Associate Director of Student Financial Services: Darcie Sak

At Puget Sound, we believe that the development of a strong foundation of financial literacy is an integral part of a student’s education. Student Financial Services staff members actively join in partnership with students and families to develop financial solutions that help make a Puget Sound education a reality.

**Schedule of Tuition and Fees**

Tuition and fees are 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. Once the semester begins, no changes will be made to the tuition or fees for that semester. Every student is presumed to be familiar with the tuition, fees, and financial policies published in this *Bulletin*.

**Direct Costs Billed by the University for Full-Time Undergraduate Students for 2011-2012**

Tuition (full-time).....	\$ 38,510
Room and Board.....	\$ 10,020
Student Government Fee .....	\$ 210
Health Insurance Fee.....	\$ 165
TOTAL.....	\$ 48,905

Estimated direct costs are \$48,905 for enrollment during the nine-month academic year. This does not include other expenses such as books and supplies, personal expenses, and transportation. Costs may be higher if a student elects courses for which special instruction or services are necessary.

**Tuition**

Tuition for undergraduate students will be charged each semester (fall and spring) as follows:

Full-time (3 to 4.25 units).....	\$ 19,255
Overload, per unit.....	\$ 4,860
Part-time (less than 3 units), per unit .....	\$ 4,860
Tuition charges for fractional unit courses will be computed at the per unit rate of.....	\$ 4,860

Refer to the Academic Policies section of this *Bulletin* for definitions of full-time and part-time students, as well as overloads and activity units. For full-time students, failure to enroll in 4.25 academic units per term or 0.5 activity units does not accumulate future tuition credit.

All students in the Occupational Therapy 3-2 Program will be charged tuition at the undergraduate rate plus the student government fee until such time as a bachelor’s degree is earned or the student is considered in graduate status for financial aid purposes. Once this occurs, the student will be charged on a per unit basis.

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 class per term, with a maximum of two classes per academic year. 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. For a list of nonauditable courses, see the *Academic Handbook*.

**Rates for University-owned Residences**

Room and Board .....\$ 10,020

This rate includes a medium meal plan and standard on-campus housing for the fall and spring semesters. Costs will be higher for students who elect single rooms and rooms in university houses or Trimble Hall. Vacation periods are excluded.

Housing contracts are for a full academic year, unless otherwise specified. Release from the housing contract requires the approval of a formal petition to the Office of Residence Life. Unless released from their housing contract, students remain responsible for room charges for the year regardless of where they reside.

**Health Insurance**

Puget Sound requires that all full-time students have health insurance coverage.

Students will be billed for health insurance as part of the semester billing process. The annual cost of coverage in 2011-2012 is \$165, and the policy coverage extends from August 1 through July 31.

Students will have an opportunity to submit a request for waiver of the university plan provided they are able to demonstrate coverage under a different plan and that this coverage is valid for treatment in the Tacoma metropolitan area. Waivers are only available until the 10th day of the semester, so it is important for those not wishing coverage to submit their waiver information in a timely fashion.

More information on the university’s health insurance plan and waiver option is available at [www.pugetsound.edu/healthinsurance](http://www.pugetsound.edu/healthinsurance).

**Applied Music Fees**

The Applied Music fee is \$150 per quarter-unit and is nonrefundable after the beginning of the term. These classes count as academic, not activity, units toward graduation requirements.

**Activity and Course Fees**

The following course and activity fees are nonrefundable after the last day to drop without record.

Bowling (PE 141).....	\$ 80
Golf (PE 152, PE 153).....	\$ 70
Hiking/Backpacking (PE 131, 132) .....	\$ 75
Horseback Riding (PE 137, PE 138).....	\$ 500
Martial Arts (PE 146) .....	\$ 40
Nutrition/Energy Balance (EXSC 201).....	\$ 40
Physiology of Exercise (EXSC 363) .....	\$ 50
Sailing (PE 135, PE 136) .....	\$ 200
Scuba (PE 130) .....	\$ 82

**Other Fees**

Application for admission.....	\$ 50
Late confirmation fee (for payment and/or signed invoice received after the payment deadline).....	\$200
Payment plan participation fee (per semester of participation) .....	\$ 80
Returned check fee*.....	\$ 25

\*Two returned checks will cause check-writing privileges to be permanently revoked.

**Deposits**

Advance tuition deposit - entering students .....\$300

**Financial Aid**

There are two types of financial assistance available at Puget Sound: 1) Need-based financial aid is awarded to students whose families do not have sufficient financial resources to pay for college as determined by completion of the FAFSA. Grants, loans, and employment opportunities are all examples of need-based financial aid, and 2) Non-need based financial aid is awarded to students without regard to financial need. Academic, talent, or achievement awards are all examples of non-need based aid. Non-need based loans like Federal Unsubsidized Stafford or PLUS loans are also available to assist in managing college costs. Eligibility for need-based financial aid is based on demonstrated financial need. Financial need is defined as the difference between the total cost of attendance and the amount a student and their family are expected to contribute as calculated by the Free Application for Federal Student Aid (FAFSA).

Financial need determines the amount of need-based financial aid (grants, subsidized loan, Perkins loan, work-study) students are eligible to receive. Student Financial Services strives to create a financial aid package that meets a student’s demonstrated need, although funding limitations or other eligibility criteria sometimes prevent us from satisfying full need in all cases.

In order to remain eligible for need-based financial aid, students must complete the FAFSA each year. The amount of need-based financial aid a student is eligible to receive each year may vary depending on the level of financial need and/or other scholarship or grant assistance they receive.

**How to Apply for Need-Based Financial Aid**

Students wishing to apply for need-based financial aid must complete the Free Application for Federal Student Aid (FAFSA), listing the University of Puget Sound (code 003797). The FAFSA is available online at [www.fafsa.gov/](http://www.fafsa.gov/).

**Freshmen and Graduate Students** - For priority consideration, the FAFSA should be completed by February 1.

**Early Decision Freshmen** should complete both the FAFSA and the CSS/Profile (code 4067). For priority consideration, the FAFSA should be completed by February 1. The CSS/Profile form is available online at [www.collegeboard.org/profile](http://www.collegeboard.org/profile) and should be completed by November 1 for Early Decision I or by December 15 for Early Decision II.

**Continuing and Transfer Students** - For priority consideration, the FAFSA should be completed by March 31.

**Financial Aid Programs**

**Puget Sound Scholarships and Grants**

Puget Sound’s financial aid program is composed of a variety of university scholarships and grants

that are funded by tuition revenue, endowment earnings, and gifts. Part of every tuition dollar goes to support Puget Sound aid programs. Additionally, many scholarships and grants are provided through the financial commitments of Puget Sound alumni and friends. The majority of Puget Sound scholarships are offered to undergraduates at the point of admission and are subsequently renewed provided students meet the renewal criteria. A limited number of named scholarships are available to currently enrolled students who meet the selection criteria established by donors.

### Federal Grants

Pell Grants and Supplemental Educational Opportunity Grants are directed at undergraduate students with exceptional financial need. The amount of grant awarded is determined by the Expected Family Contribution (EFC) as determined by the completion of the FAFSA.

### Washington State Grants

The Washington State Need Grant program helps the state's lowest-income undergraduates. Eligibility is determined by the Washington State Higher Education Coordinating Board.

### Federal Stafford Loans

Puget Sound participates in the Federal Direct Student Loan program. Under this program the federal government serves as the lender. There are two types of Federal Stafford loans: Subsidized and Unsubsidized. Eligibility for the Subsidized Stafford Loan is based on financial need and the government pays the interest on these loans while a student is enrolled at least half-time, and for an additional six-month grace period after a student leaves school. Unsubsidized Stafford loans are non-need-based loans and the interest begins accumulating as soon as the funds are disbursed to the university. The interest rate for undergraduate Subsidized Stafford Loans is fixed at 3.4%. Unsubsidized Stafford Loans have a fixed rate of 6.8%.

### Federal Perkins Loan

The Perkins Loan program is a revolving loan program, which means the funds available to lend are made possible by prior student borrowers now in repayment. Puget Sound serves as the lender for the Perkins Loan. Both federal and university requirements, along with availability of funds, determine eligibility. The Perkins Loan interest rate is 5% and is interest-free while enrolled at least half time.

### Work-Study Employment Opportunity

Work-study is a need-based financial aid program that assists students by providing an opportunity to work part time while going to school. On-campus work-study jobs are available in many departments and encompass a wide variety of skills and responsibilities. Off-campus, career-related work-study jobs require advanced skills and are especially suitable for students who have completed one or two years of study. Off-campus work-study jobs are available for Washington state residents.

### Scholarships

Puget Sound offers scholarships to incoming undergraduates for academic merit and performance excellence in music, theater, art and forensics, National Merit designation, achievement in the humanities, mathematics, sciences, and for interest in business and religious activities. The majority of these scholarships are renewable for three additional years of full-time undergraduate study.

### Academic Scholarships

All incoming undergraduates are considered for the Alumni, Faculty, Dean's, President's, or Trustee scholarships, which range in amount from \$4,000 to \$18,000. Awards are made based on the student's overall admission application, including standardized test scores and academic performance in high school or college. No separate scholarship application is required.

### National Merit Scholarships

Incoming freshman students who are National Merit Finalists and list the University of Puget Sound as their first-choice college with the National Merit Scholarship Corporation are eligible to receive a \$1,000–\$2,000 scholarship, depending on their level of financial need.

### Lillis Family Scholarships

The Lillis Family Foundation Scholarship, a full tuition and room and board scholarship, will be awarded to two entering freshmen who exhibit the potential to become competitive candidates for undergraduate and postgraduate fellowships and scholarships. Application for the Lillis Scholarship is by invitation. Potential candidates for the scholarship must apply for admission to the university by January 15. After reviewing the applicant pool, the Admission Committee will invite 25 freshman candidates to submit a Lillis Scholarship application.

### Matelich Scholarships

The Matelich Scholarship, a full tuition and room and board scholarship, will be awarded to two entering freshmen who exhibit extraordinary promise in academics and demonstrate a capacity for a life of leadership and sustained personal growth. While at Puget Sound Matelich Scholars will be recognized campus leaders and will continue on paths of leadership after they become alumni. Application for the Matelich Scholarship is by invitation. Potential candidates for the scholarship must apply for admission to the university by January 15. After reviewing the applicant pool, the Admission Committee will invite 30 freshmen candidates to submit a Matelich Scholarship application. Finalists will be selected by a scholarship committee and invited to Puget Sound for an interview.

### Academic Scholarships (Application required)

The following scholarships require a special scholarship application. All applications are available to download from the Student Financial Services website at [www.pugetsound.edu/scholarships](http://www.pugetsound.edu/scholarships).

**California Sealbearer's Scholarships** - \$2,000 per year. Awarded to incoming freshmen from California who are members of the California Scholarship Federation (CSF) and are eligible for a Gold Seal on their high school diploma.

**Catharine Gould Chism Scholarships** - \$5,000 per year. Awarded to incoming freshmen who have demonstrated leadership abilities and an intent to major in the arts or humanities. Eligible majors include art, English, foreign language, history, music, philosophy, theatre arts, and religion.

**Leonard Howarth Scholarships** - \$4,000 per year. Awarded to incoming freshmen and transfer students interested in majoring in biology, chemistry, computer science, geology, mathematics, pre-engineering, or physics.

**Walter Price Leadership/Community Service Scholarships** - \$3,000 per year. Awarded to incoming freshmen and transfer students on the basis of leadership abilities and community service involvement.

**Charles Garnet Trimble Scholarships** - \$6,000 per year. Awarded to incoming freshmen with demonstrated strong interests in the study of Asia and undergraduate study in the liberal arts and sciences.

**Religious Leadership Awards** - \$3,000. Awarded to incoming freshmen and transfer students planning ordained and lay ministerial, professional church music, and missionary careers.

**Talent Scholarships (Audition and/or application required)**

Applicants must demonstrate talent in art, forensics, music or theater. Recipients are expected to share their talents through performance or other forms of demonstration. Award amounts vary.

**Art Scholarships** - Awarded to students who plan to major in art.

**Forensics Scholarships** - Recipients compete in intercollegiate speech and debate events.

**Music Scholarships** - Recipients are expected to take an active role in musical activities and participate either in a university performing music group or as an accompanist.

**Theater Scholarships** - Recipients serve as crew or cast members for fall and spring productions. Students are not required to major in theatre arts.

**University Scholarship and Grant Eligibility**

Eligibility for university scholarships and grants is limited by the following policies.

1. The total amount of university scholarships and grants received cannot exceed the cost of tuition.
2. The total amount of need-based federal, state, or university scholarship and grant aid received cannot exceed financial need.
3. The total amount of aid received from all sources cannot exceed the cost of attendance.

If a student's financial aid award must be reduced, the reductions occur in the following order: need-based loan assistance, work-study employment, and finally grant assistance.

**Additional Sources of Assistance****Outside Scholarship Opportunities**

Private or outside scholarships may help students with their college expenses. Students can access links to a number of outside scholarship resources on the Student Financial Services website at [www.pugetsound.edu/scholarships](http://www.pugetsound.edu/scholarships).

**Part-Time Employment Opportunities**

Career and Employment Services (CES) maintains information on part-time, nonwork-study employment opportunities on and off campus. Although priority in placement for on-campus jobs is given to those who have work-study awards as part of their financial aid package, there are many openings for other students.

**Parent Federal PLUS Loan**

Parents may borrow a PLUS Loan for any year that their student is enrolled at least half time as an undergraduate student. Under the Federal Direct Student Loan program, the federal government serves as the lender and the interest rate is fixed at 7.9%. Fees of 2.5 % are subtracted from each disbursement to cover a loan origination fee. Detailed information is available at [www.pugetsound.edu/plusloans.xml](http://www.pugetsound.edu/plusloans.xml).

**Private Education Loans**

There are private lenders who offer private educational loans to students and their families, provided the qualifying credit and income criteria are met. Students may borrow up to the cost of attendance, less any financial aid they have been awarded. Information about private loan programs is available at [www.simpletuition.com/ups](http://www.simpletuition.com/ups).

**Veterans Aid**

All of the academic programs at the University of Puget Sound are approved by the United States

Department of Veterans Affairs (VA). A student who is eligible for Chapter 30, 33, 1606, or 1607 benefits should contact the veteran's affairs coordinator in the Office the Registrar (Jones Hall, Room 013; 253.879.3160). A student who qualifies for Chapter 31 Vocational Rehabilitation benefits should contact the Office of Student Financial Services (Jones Hall, Room 019; 253.879.3234).

**Student Invoices and Payment**

Students are billed each semester for tuition, fees, room, and board. The Initial Payment Invoice summarizes all semester charges less estimated financial aid and calculates the payment due.

Students must confirm their registration for classes by providing:

- an electronic confirmation signature on their Cascade account or by signing a paper copy of the invoice, and
- submitting any required payment by the payment deadline each semester.

A signature is required even if financial aid fully covers the charges for the term and no payment is due. If registration waitlist activity causes a change in tuition fees (i.e., part-time to full-time, full-time to overload), payment of the additional tuition fees is expected by the payment deadline or at the time of the schedule change.

Students will receive an e-mail notification when semester invoices and monthly statements are available. Notification of account billing to a parent or other third party is available with the student's authorization. Students provide this authorization on their Cascade accounts.

Financial aid credit is not given for unapproved private loans, work-study awards, and certain outside scholarships not disbursed directly to the university. When these funds are received, they will be used to pay off the balance or reduce the payment plan balance.

Funds received by the university from loans or scholarships must be applied to the student's account if there is any unpaid balance at the time of receipt. Any expected financial aid that is delayed or canceled for any reason will increase the student's account balance and payment due for the term.

Payment may be made by online e-check, cash, or check; we are unable to accept credit cards.

**Payment Deadlines**

The payment deadline for fall semester is August 5. The payment deadline for spring semester is January 5. Mail bearing these postmark dates is considered on time. Students must comply with these payment deadlines to avoid late fees.

If students anticipate difficulties in meeting the payment deadline, they must contact Student Financial Services in advance of the deadline to discuss possible options.

**Monthly Payment Plan**

The university offers an interest-free monthly payment plan to students who prefer to spread their payments throughout the course of the semester. The net amount due for the semester plus an \$80 payment plan participation fee is divided into five equal monthly payments. The first payment is due by August 5 for fall and January 5 for spring, with additional payments due the fifth of each month. A late fee of 1% of the current month's balance due will be charged each month for payments not received by the due date.

All monthly payment plan requests are subject to review and final approval by Student Financial Services. Payment plans 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.

**Registration for Classes**

Registration for classes is confirmed when the Initial Payment Invoice has been signed and the required payment has been received. Registrations not confirmed by the payment deadline are assessed



a \$200 late confirmation fee. Registrations not confirmed by the end of the second day of classes are canceled and students are required to re-register on a space-available basis.

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 does not, however, cancel the incurred obligations on the part of the student.

The university reserves the right to withhold 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**

Students who completely withdraw from a term or drop down in units may be eligible for tuition charge adjustments based on the official withdrawal date as provided by the registrar. Students are encouraged to discuss plans for withdrawal with their Student Financial Services consultant. Tuition adjustments are made according to the following timetable:

Withdrawal before the first day of classes - 100% tuition adjustment; withdrawal on the first or second day of classes – 100% tuition adjustment; the third day of class through the Last Day to Drop Without Record - 80%; the 11th day of classes through the end of the third week - 50%; after the end of the third week and through the end of the fourth week - 40%; after the end of the fourth week and through the end of the fifth week – 30%; after the end of the fifth week and through the end of the sixth week – 25%; after the end of the sixth week and through the end of the seventh week – 20%; after the end of the seventh week and through the end of the eighth week - 15%; after the end of the eighth week - no refund.

For the exact dates of adjustment periods by semester, refer to the Academic Calendar.

**Room.** Charges are nonrefundable for the students who have contracted for compus housing. Detailed information on the room charge refund policy is available from the Office of Residence Life,

**Board.** charges will be refunded based upon the unused portion of the student's meal plan for those students who withdraw before the end of a semester.

**Financial Aid.** adjustments for students dropping from full-time to part-time status or completely withdrawing will be re-calculated to determine whether a portion of federal and institutional aid must be returned. Adjustments for students dropping from full-time to part-time status are based on the date a student drops in status and the overall charges in tuition and fee rates, coupled with any other particular award requirements. Adjustments for students completely withdrawing are prorated, calculated on a daily basis up to the 60% completion point of the semester.

**Tuition Insurance.** Puget Sound strongly encourages students to consider tuition insurance to help safeguard their tuition investment. The university offers reasonably priced tuition insurance through the A.W.G. Dewar Co. The plan protects the student's educational investment by reimbursing 100% of tuition and fees paid if the student is forced to withdraw due to serious personal illness or accident. Tuition insurance must be applied for prior to the first day of class. Visit [www.collegerefund.com](http://www.collegerefund.com).

*Tuition adjustments are adjustments of charges assessed, and are not calculated based on payments made. A full copy of the refund policy, with examples, is on file in the Student Financial Services Office.*

*All financial aid information, including program eligibility, award amounts, and loan interest rates, is subject to change.*

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 Julie C. Titcomb  
 Peter K. Wallerich P'77  
 James H. Wiborg

Assistant Dean of Students: E. Kate Cohn  
 Chaplain/Director of Spirituality, Service and  
 Social Justice: Dave Wright  
 Director of Counseling, Health, and Wellness  
 Services: Linda Everson  
 Director of Multicultural Student Services and  
 Off-Campus Student Services: Czarina  
 Ramsay  
 Director of Residence Life: Shane Daetwiler  
 Director of Student Activities: Marta Palmquist  
 Cady

Director of Admission: Fumio Sugihara  
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 Johnson; Kyle Haugen  
 Associate Director of Admission: Mike  
 Rottersman; Robin Bruce-Ajijan  
 Assistant Directors of Admission: John Hansen;  
 Martha Wilson  
 Assistant Director of Admission/Music  
 Admission Coordinator: Katherine Drago  
 Admission Counselors: Emma McLeavey-Weeder;  
 Sam Riggs; Chris Sheppard  
 International Student Coordinator (Office of  
 International Programs): Sally Sprenger

**Office of the Vice President for Enrollment**  
 Vice President for Enrollment and Dean of  
 Admission: George Mills Jr.

**ADMINISTRATIVE OFFICES**

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President: Ronald R. Thomas  
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 the Corporation: Mary Elizabeth Collins

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 University: Kristine Bartanen  
 Associate Dean: Alyce DeMarais  
 Associate Dean: Lisa Ferrari  
 Associate Dean and Dean of Graduate Studies:  
 Sarah Moore  
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 Recreation: Amy Hackett  
 Director of Library: Jane Carlin  
 Director of Academic Advising: Landon Wade  
 Director of Center for Writing, Learning, and  
 Teaching: Julie Neff-Lippman  
 Director of International Programs: Roy  
 Robinson  
 Director of Graduate and Undergraduate  
 Fellowships: Sharon Chambers-Gordon  
 University Registrar: Bradley Tomhave  
 Director of Institutional Research: TBA

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 Sherry Mondou  
 Chief Technology Officer: William Morse  
 Associate Vice President for Accounting and  
 Budget Services: Janet Hallman  
 Associate Vice President for Business Services  
 and Executive Director for Community  
 Engagement: John Hickey

Associate Vice President for Facilities Services:  
 Bob Kief  
 Associate Vice President for Human Resources:  
 TBA  
 Associate Vice President for Student Financial  
 Services: Maggie Mittuch  
 Associate Vice President for Treasury:  
 Katherine Davis  
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 Director of Career and Employment Services:  
 Kim McDowell  
 Director of Dining and Conference Services: Julie  
 Coykendall  
 Director of Security Services: Todd Badham

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 Director of Alumni and Parent Relations: Allison  
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 Director of Annual Giving: Abigail Larson  
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 Jane Kenyon  
 Director of Donor Relations and Campaign  
 Programs: Rebecca Harrison  
 Director of University Relations Information  
 Services: Sean Vincent  
 Director of University Relations Research: Cecilia  
 Hogan

**Office of the Vice President for Student Affairs**

Vice President for Student Affairs/Dean of  
 Students: Mike Segawa  
 Associate Dean of Students: Donn Marshall  
 Assistant Dean of Students: Debbie Chee

**FULL-TIME FACULTY**

**Akers, David:** Assistant Professor, Mathematics  
 and Computer Science  
 ScB, Brown University, 1999  
 MS, PhD, Stanford University, 2005, 2009

**Allen, Roger:** Professor, Physical Therapy  
 BS, MEd, University of Kansas, 1976, 1977  
 PhD, University of Maryland, 1979  
 BSPT, University of Washington, 1996

**Anderson-Connolly, Richard:**  
 Professor, Comparative Sociology  
 BA, University of Puget Sound, 1990  
 MS, PhD, University of Wisconsin-Madison,  
 1993, 1997

**Andresen, David:** Assistant Professor, Psychology  
 BS, Iowa State University, 1996  
 PhD, University of Minnesota, 2002

**Austin, Greta G.:** Associate Professor, Religion  
 BA, Princeton University, 1990  
 MA, University of Colorado-Boulder, 1992  
 MPhil, PhD, Columbia University, 1996, 2000

**Barkin, Gareth S.:** Associate Professor,  
 Comparative Sociology and Asian Studies  
 Program  
 BA, University of California, 1995  
 AM, PhD, Washington University, 2000, 2004

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

**Bartanen, Kristine:** Professor, Communication  
 Studies/Academic Vice President and Dean of the  
 University  
 BA, Pacific University, 1974  
 MA, PhD, University of Iowa, 1975, 1978

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

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

**Beck, Terence:** Professor, Education  
 BA, Seattle Pacific University, 1979  
 MEd, University of Puget Sound, 1990  
 PhD, University of Washington, 2000

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

**Belot, Françoise M.:** Visiting Instructor, Foreign  
 Languages and Literature  
 Maitrise, Université de Nice-France, 1998  
 DEA, Université de Nice-France, 1999  
 MA, University of Washington-Seattle, 2004

**Benard, Elisabeth:** Visiting Associate Professor,  
 Asian Studies/Religion, Pacific Rim/Asia Study-  
 Travel Program  
 BA, MA, MPhil, PhD, Columbia University, 1980,  
 1982, 1984, 1990

**Bernhard, James:** Associate Professor, Mathematics and Computer Science  
BA, Princeton University, 1993  
PhD, Harvard University, 2000

**Beyer, Tim:** Assistant Professor, Psychology  
BA, Washington University, 2001  
PhD, University of California-Berkeley, 2006

**Birge James, Anne:** Professor, Occupational Therapy  
BS, Western Michigan University, 1978  
MS, Boston University, 1987  
PhD, University of Connecticut, 2005

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

**Bobby, Kim R.:** Clinical Associate Professor, Education  
BS, California State University - Fresno, 1990  
MA, California State University - Sacramento, 1994  
EdD, University of Washington, 2007

**Bodine, Sigrun:** Professor, Mathematics and Computer Science  
MA, San Diego State University, 1991  
Diplom, University of Ulm, 1992  
PhD, University of Southern California, 1998

**Boland, Nathan:** Visiting Assistant Professor, Chemistry  
BA, Colby College, 2001  
PhD, The Johns Hopkins University, 2011 (expected)

**Boyles, Robert:** Clinical Associate Professor, Physical Therapy  
BS, Eastern Washington University, 1989  
MS, DSc, Baylor University, 1991, 2002

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

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

**Brown, Gwynne K.:** Assistant Professor, Music  
BM, University of Puget Sound, 1995  
MM, Indiana University, 1997  
PhD, University of Washington, 2006

**Buescher, Derek:** Professor, Communication Studies  
BA, Whitman College, 1992  
MA, University of California-Davis, 1995  
PhD, University of Utah, 2003

**Burgard, Daniel:** Associate Professor, Chemistry  
BA, Colorado College, 1996  
PhD, University of Denver, 2006

**Butcher, Alva:** Associate Professor, Business and Leadership  
BS, Seattle University, 1964  
MA, Columbia University, 1966  
MBA, PhD, University of Washington, 1983, 1992

**Cannon, Douglas:** Professor, Philosophy  
BA, Harvard University, 1973  
PhD, Massachusetts Institute of Technology, 1982

**Chen, Elizabeth Y.:** Adjunct Faculty, Asian Studies Program  
BA, National Chengchi University, 1969  
MS, University of Wyoming, 1972  
PhD, University of Wyoming, 1979

**Christoph, Julie N.:** Associate Professor, English  
BA, Carleton College, 1993  
MA, PhD, University of Wisconsin-Madison, 1996, 2002

**Claire, Lynnette:** Associate Professor, Business and Leadership  
BA, BS, University of California-Davis, 1989  
MS, PhD, University of Oregon, 2001, 2005

**Clark, Kenneth:** Instructor, Geology  
BS, Central Washington University, 1984  
MS, Western Washington University, 1988

**Colosimo, Jennifer Driscoll:** Visiting Assistant Professor, Foreign Languages and Literature  
BA, Oakland University, 1995  
MA, MPhil, PhD, Yale University, 1997, 1999, 2003

**Conner, Beverly:** Instructor, English  
BA, University of Puget Sound, 1978  
MA, University of Washington, 1986

**Cook, Daniel:** Visiting Assistant Professor, English  
BA, Cedarville College, 1997  
MFA, University of North Carolina, Greensboro, 1999

**Crane, Johanna L.:** Professor, Chemistry  
BS, Muskingum College, 1989  
AM, PhD, Washington University, 1991, 1994

**Curley, Michael:** Professor Emeritus, English  
BA, Fairfield University, 1964  
MAT, Harvard University, 1965  
PhD, University of Chicago, 1973

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

**DeHart, Monica C.:** Associate Professor, Comparative Sociology  
BA, University of California-Davis, 1994  
MA, PhD, Stanford University, 1997, 2001

**DeMarais, Alyce:** Associate Professor, Biology/  
Associate Academic Dean  
BS, University of Washington, 1985  
PhD, Arizona State University, 1991

**DeMotts, Rachel:** Assistant Professor, Politics and Government/Environmental Policy and Decision Making Program  
BA, Marquette University, 1995  
MA, PhD, University of Wisconsin-Madison, 2000, 2005

**Despres, Denise:** Professor, Humanities/Honors/English  
BA, University of Notre Dame, 1979  
MA, PhD, Indiana University, 1980, 1985

**Devaney, Thomas C.:** Visiting Assistant Professor, History  
AM, Brown University, 2006  
MA, University of Chicago, 2004  
MAT, Boston College, 2000  
BA, Trinity College-Hartford, 1998

**Dillman, Bradford:** Associate Professor, International Political Economy  
BA, The Ohio State University, 1984  
MA, MPhil, PhD, Columbia University, 1987, 1988, 1994

**Dueker, Alicia Ramirez:** Visiting Instructor, Foreign Languages and Literature  
BA, Escuela Normal Victor Mercante, 1980, 1982  
MA, PhD, University of Washington, 1990, 1996

**Edgoose, Julian:** Associate Professor, Education  
BA, Oxford University, 1990  
MA, PhD, Columbia University, 1996, 1999

**Elliott, Gregory:** Professor, Physics  
BS, BA, University of California-Santa Barbara, 1980  
MS, PhD, University of California-San Diego, 1982, 1988

**Elliott, Joel:** Professor, Biology  
BS, MS, University of Alberta, 1983, 1987  
PhD, Florida State University, 1992

**Erickson, Kelly L.:** Visiting Assistant Professor, Politics and Government  
BA, University of San Diego, 1996  
MA, University of Virginia, 2002  
PhD, University of Virginia, 2010 (expected)

**Erving, George:** Associate Professor, Humanities/  
Honors/English  
BA, Stanford University, 1977  
MBA, University of Oregon, 1980  
MA, St. John's College, 1995  
MA, PhD, University of Washington, 1996, 2005

**Evans, James:** Professor, Physics/Science, Technology, and Society Program  
BS, Purdue University, 1970  
PhD, University of Washington, 1983

**Ferrari, Lisa:** Associate Professor, Politics and Government/Associate Dean  
BA, Williams College, 1986  
MA, Boston University, 1989  
PhD, Georgetown University, 1998

**Fields, Karl:** Professor, Politics and Government/  
Asian Studies Program  
BA, Brigham Young University, 1983  
MA, PhD, University of California-Berkeley, 1984, 1990

**Fisher, Lydia:** Visiting Assistant Professor, English  
BA, Vassar College, 1993  
MA, PhD, University of Washington, 1996, 2000

**Foster, Robin:** Professor, Psychology/  
Neuroscience Program  
BS, University of Michigan-Ann Arbor, 1981  
PhD, University of Washington, 1992

**Fox-Dobbs, Kena:** Assistant Professor, Geology/  
Environmental Policy and Decision Making  
Program  
BS, Brown University, 1999  
PhD, University of California-Santa Cruz, 2006

**Freeman, Sara E.:** Assistant Professor,  
Theatre Arts  
BA, University of Puget Sound, 1995  
MA, PhD, University of Wisconsin-Madison,  
1997, 2002

**Gardner, Andrew:** Associate Professor,  
Comparative Sociology  
BA, The George Washington University, 1991  
MA, PhD, University of Arizona, 2000, 2005

**Garratt, Robert:** Professor Emeritus, Humanities  
BA, MA, San Jose State University, 1964, 1969  
PhD, University of Oregon, 1972

**Gast, Joan Elizabeth:** Instructor, Education  
BA, University of Oregon, 1974  
MEd, University of Puget Sound, 1978

**Gibson, Cynthia A.:** Visiting Instructor,  
Mathematics and Computer Science  
BA, University of Puget Sound, 1989  
MS, PhD, University of Oregon, 1991, 1995

**Goldstein, Barry:** Professor, Geology/  
Environmental Policy and Decision Making  
Program  
BA, Queens College-City University of New York,  
1975  
MS, PhD, University of Minnesota, 1980, 1985

**Goodman, Douglas E.:** Professor, Economics  
BS, Illinois College, 1972  
MS, PhD, University of Illinois, 1975, 1978

**Gordon, Dexter:** Professor, African American  
Studies/Communication Studies  
BA, Jamaica Theological Seminary, 1984  
MA, Wheaton College, 1991  
PhD, Indiana University, 1998

**Greene, Mott:** Professor, Honors Program/  
Science, Technology and Society  
BA, Columbia College, 1967  
MA, PhD, University of Washington, 1974, 1978

**Grinstead, Jeffrey S.:** Assistant Professor,  
Chemistry  
BS, University of Puget Sound, 1997  
PhD, University of Washington, 2003

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

**Gurel-Atay, Eda:** Assistant Professor, Business  
and Leadership  
BS, Middle East Technical University, Turkey, 2003  
PhD, University of Oregon, 2011 (expected)

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

**Haltom, William:** Professor, Politics and  
Government  
BA, MA, PhD, University of Washington,  
1975, 1978, 1984

**Hamel, Frederick:** Associate Professor, Education  
BA, University of Santa Clara, 1985  
MA, MAT, University of Chicago, 1986, 1990  
PhD, University of Washington, 2000

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

**Hannaford, Susannah:** Professor, Biology/  
Neuroscience Program  
BS, California Institute of Technology, 1987  
PhD, University of Washington, 1993

**Hansen, Holley:** Visiting Assistant Professor,  
Politics and Government,  
BA, BS, Truman State University, 2002  
MA, PhD, The University of Iowa, 2003, 2009

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

**Harpring, Mark:** Associate Professor, Foreign  
Languages and Literature  
BA, Butler University, 1996  
MA, PhD, University of Kansas, 1998, 2004

**Hastings, Jennifer D.:** Clinical Associate  
Professor, Physical Therapy  
BA, University of California, Berkeley, 1981  
MA, Boston University, 1985  
PhD, University of Washington, 2006

**Heavin, Sarah:** Visiting Assistant Professor,  
Psychology  
BS, Boise State University, 2002  
MS, PhD, University of Utah, 2006, 2009

**Hodum, Peter:** Visiting Assistant Professor,  
Biology  
BA, Bowdoin College, 1988  
PhD, University of California-Davis, 1999

**Holland, Suzanne:** Professor, Religion  
BA, Indiana University, Bloomington, 1978  
MA, Louisville Presbyterian Seminary, 1991  
PhD, Graduate Theological Union, 1997

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

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

**Hong, Zaixin:** Professor, Art  
BA, Zhejiang University, 1982  
MA, PhD, China National Academy of Fine Arts,  
1984, 1996

**Hooper, Kent:** Professor, Foreign Languages and  
Literature/Humanities Program  
BA, MA, PhD, Northwestern University, 1980,  
1980, 1986

**Houston, Renee:** Associate Professor,  
Communication Studies  
BA, University of California - Santa Barbara, 1991  
MA, PhD, Florida State University, 1993, 1996

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

**Hulbert, Duane:** Professor, Music  
BM, MM, Juilliard School of Music, 1978, 1979  
DMA, Manhattan School of Music, 1986

**Hutchinson, Robert:** Professor, Music  
BA, California State University-Bakersfield, 1992  
MM, Northern Arizona University, 1993  
PhD, University of Oregon, 1998

**Ingalls, Matthew B.:** Assistant Professor, Religion  
BA, Tufts University, 2000  
MA, The American University in Cairo, 2004  
MA, MPhil, PhD, Yale University, 2008, 2008, 2011

**Jaasko-Fisher, Heather A.:** Visiting Instructor,  
Education  
BA, MAT, University of Puget Sound, 1994, 1995

**Jackson, Martin:** Professor, Mathematics and  
Computer Science  
BS, University of Puget Sound, 1984  
MS, PhD, University of Oregon, 1985, 1990

**Jacobson, Robin:** Assistant Professor, Politics and  
Government  
BS, Johns Hopkins University, 1996  
PhD, University of Oregon, 2004

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

**Jasinski, James:** Professor, Communication Studies  
BA, MA, Northern Illinois University, 1978, 1980  
PhD, Northwestern University, 1986

**Johnson, Gregory:** Visiting Assistant Professor,  
Biology  
BS, Whitworth University, 1997  
PhD, Arizona State University, 2003

**Johnson, Kristin:** Assistant Professor, Science,  
Technology and Society Program  
BA, University of Washington, 1997  
MA, PhD, Oregon State University, 2000, 2003

**Johnson, Lisa:** Associate Professor, Business and  
Leadership  
BA, MPA, Indiana University, 1996, 1997  
JD, Northwestern School of Law of Lewis & Clark  
College, 2001

**Johnson, Michael:** Professor, Art  
BFA, University of Massachusetts, 1992  
MFA, University of Cincinnati, 1995

**Joshi, Priti:** Associate Professor, English  
BA, University of Maryland - College Park, 1988  
PhD, Rutgers University, 1998

**Kaminsky, Tatiana:** Associate Professor,  
Occupational Therapy  
BS, University of Wisconsin-Madison, 1995  
MS, PhD University of Washington, 2003, 2008

**Kay, Judith:** Professor, Religion  
BA, Oberlin College, 1973  
MA, Pacific School of Religion, 1978  
PhD, Graduate Theological Union, 1988

**Kelley, Diane:** Associate Professor, Foreign  
Languages and Literature  
BA, College of William and Mary, 1990  
MA, PhD, University of California-Los Angeles,  
1993, 1998

**Kessel, Alisa:** Associate Professor, Politics and  
Government  
BA, BS, MA, Arizona State University, 1998, 1998,  
2000  
PhD, Duke University, 2006

**King, Jennice:** Instructor, Education  
BA, Central Washington University, 1966  
MA, University of Northern Colorado, 1977  
MEd, University of Puget Sound, 1993

**Kirchner, Grace:** Professor, Education  
BA, Oberlin, 1970  
MA, PhD, Emory, 1972, 1975

**Kirkpatrick, Elizabeth:** Professor, Biology  
BS, University of Wisconsin-Madison, 1978  
MS, University of Kentucky, 1982  
PhD, University of Michigan, 1990

**Kontogeorgopoulos, Nick:** Professor,  
International Political Economy  
BA, University of North Carolina-Chapel Hill,  
1992  
MA, University of Toronto, 1994  
PhD, University of British Columbia, 1998

**Kotsis, Kriszta:** Assistant Professor, Art  
MA, Loránd Eötvös University, 1990  
PhD, University of Washington, 2004

**Krause, Alan:** Assistant Professor, Business and  
Leadership  
BA, Williams College, 1989  
MBA, Portland State University, 2002  
PhD, University of Oregon, 2011 (expected)

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

**Kukreja, Sunil:** Professor, Comparative Sociology  
BA, St. Cloud State University, 1985  
MA, Kansas State University, 1987  
PhD, The American University, 1990

**Kupinse, William III:** Associate Professor, English  
BA, Colby College, 1989  
MA, Bucknell University, 1995  
MA, PhD, Vanderbilt University, 1996, 1999

**Lago-Grana, Josefa:** Professor, Foreign Languages  
and Literature  
Licenciatura, Universidad de Santiago de  
Compostela, 1991  
MA, PhD, University of Nebraska - Lincoln, 1993, 1997

**Lamb, Mary Rose:** Professor, Biology  
BA, Reed University, 1974  
MLS, State University of New York-Albany, 1975  
PhD, Indiana University, 1983

**Lancot, Brendan:** Assistant Professor, Foreign  
Languages and Literature  
BA, Haverford College, 2000  
MA, MPhil, PhD, Columbia University, 2002,  
2005, 2008

**Lear, John:** Professor, History and Latin  
American Studies Program  
BA, Harvard University, 1982  
MA, PhD, University of California-Berkeley, 1986, 1993

**Leuchtenberger, Jan:** Associate Professor, Asian  
Studies Program  
BA, Grove City College, 1986  
MA, Monterey Institute of International Studies,  
1995  
MA, PhD, University of Michigan, 2001, 2005

**Lewin, Benjamin:** Associate Professor,  
Comparative Sociology  
BA, Trinity University, 1999  
MA, University of Akron, 2001  
PhD, Arizona State University, 2005

**Lewis, David:** Assistant Professor, Economics  
BS, University of Colorado-Boulder, 1997  
MS, University of Maine-Orono, 2001  
PhD, Oregon State University, 2005

**Linauts, Martins:** Clinical Associate Professor,  
Occupational Therapy  
BS, Albright College, 1972  
BS, Oakland University, 1986  
PhD, Ohio State University, 1977

**Livingston, Grace:** Associate Professor, African  
American Studies Program  
BA, Jamaica Theological Seminary, 1984  
MS, PhD, University of Wisconsin, 1991, 2003

**Livingston, Lynda:** Professor, Business and  
Leadership  
BA, University of Texas-Austin, 1985  
MS, Texas A&M University, 1988  
PhD, University of Washington, 1996

**Loeb, Paul:** Professor, Philosophy  
BA, Cornell University, 1981  
PhD, University of California-Berkeley, 1991

**Looper, Julia:** Assistant Professor, Physical  
Therapy  
BS, MSPT, Boston University, 1999, 2001  
PhD, University of Michigan, 2008

**Ludden, Mikiko:** Instructor, Asian Studies  
Program  
BA, Kyoto Sangyo University, 1979  
MA, Ohio University, 1986

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

**Luthman, Margaret R.:** Visiting Clinical  
Assistant Professor, Occupational Therapy  
BS, Eastern Kentucky University, 1984  
MS, Colorado State University, 2005

**Ly, Pierre:** Assistant Professor, International  
Political Economy  
BA, MA, PhD, University of Toulouse, 2001, 2002,  
2007

**MacBain, Tiffany Aldrich:** Assistant Professor,  
English  
MA, California State University-Sacramento, 1998  
BA, PhD, University of California-Davis, 1991, 2004

**Madlung, Andreas:** Professor, Biology  
Staatsexamen, University of Hamburg, 1995  
PhD, Oregon State University, 2000

**Mahato, Susmita:** Associate Professor, English  
BA, University of California-San Diego, 1996  
MA, PhD, University of Oregon, 1999, 2003

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

**Marcavage, Janet:** Associate Professor, Art  
BFA, The University of the Arts, 1997  
MFA, The University of Wisconsin-Madison,  
2004

**Martin, Mark:** Associate Professor, Biology  
BA, University of California-Los Angeles, 1980  
PhD, Stanford University, 1986

**Matthews, Jeffrey:** Professor, Business and  
Leadership  
BS, Northern Arizona University, 1987  
MBA, MA, University of Nevada-Las Vegas, 1990,  
1995  
PhD, University of Kentucky, 2000

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

**McCall, Gary:** Associate Professor,  
Exercise Science  
BS, University of Texas-Austin, 1989  
MS, University of Colorado-Boulder, 1994  
PhD, University of California-Los Angeles, 2000

**McCuistion, John:** Professor, Art  
BA, Humboldt State University, 1971  
MFA, University of Montana, 1973

**McCullough, James:** Professor, Business and Leadership  
BS, MS, University of California - Davis, 1965, 1970  
MBA, University of Houston, 1973  
PhD, University of Washington, 1976

**McGrath, Ciara C.:** Visiting Instructor, Foreign Languages and Literature  
BA, Florida International University, 1997  
MPhil, Trinity College-Dublin, 1999  
MA, University of Washington, 2005

**McMillian, Danny:** Clinical Assistant Professor, Physical Therapy  
BA, University of Texas - San Antonio, 1989  
MPT, DSc, Baylor University, 1991, 2003

**Melchior, Aislinn:** Associate Professor, Classics  
BA, University of Washington-Seattle, 1998  
MA, PhD, University of Pennsylvania, 2002, 2004

**Mifflin, Amanda:** Assistant Professor, Chemistry  
BA, Wellesley College, 2001  
PhD, Northwestern University, 2006

**Milam, Garrett:** Associate Professor, Economics  
BS, California Polytechnic State University, 1996  
MA, PhD, University of California, Santa Cruz, 1998, 2002

**Moore, David:** Associate Professor, Psychology  
BA, Wheaton College, 1993  
MS, PhD, University of Utah, 1998, 2001

**Moore, Sarah:** Professor, Psychology/Associate Academic Dean  
BA, MA, PhD, Bowling Green State University, 1987, 1991, 1993

**Morris, Gerard:** Assistant Professor, Music  
BA, Western Michigan University, 1988  
MA, University of Colorado, 2003  
PhD, Northwestern University, 2011 (expected)

**Murdin, Jessica K.:** Visiting Assistant Professor, Physical Therapy  
BA, MS, Wichita State University, 1997, 2000

**Murphy, Heather A.:** Visiting Instructor, Foreign Languages and Literature  
BA, University of Massachusetts, 2000  
MA, University of Washington Seattle, 2007

**Nealey-Moore, Jill:** Assistant Professor, Psychology  
BA, University of California - Santa Barbara, 1992  
MA, PhD, University of Utah, 1997, 2002

**Neff-Lippman, Julie:** Instructor, English/Center for Writing, Learning, and Teaching  
BA, MA, Washington State University, 1967, 1971

**Neighbors, Jennifer:** Associate Professor, History  
BA, University of Virginia, 1996  
MA, PhD, University of California, Los Angeles, 1999, 2004

**Neshyba, Steven:** Professor, Chemistry  
BA, Reed College, 1981  
PhD, Yale University, 1990

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

**Nunn, Elizabeth:** Visiting Assistant Professor, Economics and International Political Economy Program  
BS, University of Puget Sound, 1985  
MA, PhD, Washington University, 1986, 1989

**O'Neil, Patrick:** Professor, Politics and Government  
BA, University of Oregon, 1987  
PhD, Indiana University - Bloomington, 1994

**Ocampo, Catalina:** Visiting Assistant Professor, Foreign Languages and Literature  
BA, University of Washington 2001  
MA, PhD, Brown University, 2004, 2011 (expected)

**Odegard, Amy:** Assistant Professor, Chemistry  
BS, University of Wisconsin-Eau Claire, 1998  
PhD, University of Wisconsin-Madison, 2004

**Orlin, Eric:** Professor, Classics  
BA, Yale University, 1986  
PhD, University of California-Berkeley, 1994

**Orloff, Heidi:** Professor, Exercise Science  
BS, Baker University, 1983  
MS, PhD, University of Kansas, 1985, 1988

**Ostrom, Hans:** Professor, English/African American Studies  
BA, MA, PhD, University of California-Davis, 1975, 1978, 1982

**Owen, A. Susan:** Professor, Communication Studies  
BA, MA, University of Alabama, 1976, 1978  
PhD, University of Iowa, 1989

**Padula, Dawn:** Assistant Professor, Music  
BA, BM, Trinity University, 1997, 1997  
MM, Manhattan School of Music, 1999  
DMA, University of Houston, 2004

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

**Parrott, Matthew:** Visiting Assistant Professor, Philosophy  
BA, University of Michigan, 1998  
PhD, University of California-Berkeley, 2011

**Peine, Emelie:** Assistant Professor, International Political Economy  
BA, The Evergreen State College, 1998  
MS, PhD, Cornell University, 2002, 2009

**Perry, Lo Sun:** Instructor, Asian Studies Program  
BA, Tunghai University-Taiwan, 1984  
MA, University of Washington, 1986

**Pickard, Matthew:** Instructor, Mathematics and Computer Science  
BEEd, University of Hawaii, 1980  
MEd, University of Puget Sound, 1992

**Preszler, Jason I.:** Instructor, Mathematics and Computer Science  
BS, University of Puget Sound, 2002  
MS, PhD, University of Utah, 2005, 2009

**Proehl, Geoffrey:** Professor, Theatre Arts  
BS, George Fox College, 1973  
MFA, Wayne State University, 1977  
PhD, Stanford University, 1988

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

**Reich, J. Brad:** Associate Professor, Business and Leadership  
BBA, University of Iowa, 1991  
JD, Drake University, 1994  
LLM, University of Missouri, 2001

**Reinitz, Mark:** Professor, Psychology  
BA, Hampshire College, 1981  
PhD, University of Washington, 1987

**Require, David:** Artist in Residence, Music  
BM, Cleveland Institute of Music, 2007  
MM, University of Michigan, 2008

**Rex, Andrew:** Professor, Physics/Honors Program  
BA, Illinois Wesleyan University, 1977  
PhD, University of Virginia, 1982

**Richards, Bradley:** Professor, Mathematics and Computer Science  
BA, Gustavus Adolphus College, 1988  
MSc, University of Victoria, Canada, 1990  
MS, PhD, University of Wisconsin-Madison, 1992, 1996

**Richman, Elise:** Associate Professor, Art  
BFA, University of Washington, 1995  
MFA, American University, 2001

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

**Rindo, John:** Associate Professor, Theatre Arts  
BA, University of Wisconsin-Eau Claire, 1977  
MS, PhD, University of Oregon, 1979, 1984

**Rocchi, Michel:** Professor, Foreign Languages and Literature  
BA, MA, University of Puget Sound, 1971, 1972  
PhD, University of Washington, 1980

**Rodgers, Steven:** Instructor, Foreign Languages and Literature  
BA, University of Oregon, 1979  
Diplome Supérieur d'Etudes Françaises, Université de Poitiers, 1980  
MA, University of Oregon, 1982

**Ryken, Amy:** Associate Professor, Education  
BA, Mills College, 1985  
MPH, PhD, University of California-Berkeley,  
1990, 2001

**Sackman, Douglas:** Professor, History  
BA, Reed College, 1990  
PhD, University of California-Irvine, 1997

**Sampen, Maria:** Associate Professor, Music  
BM, DMA, University of Michigan, 1997, 2002  
MM, Rice University, 1999

**Saucedo, Leslie:** Associate Professor, Biology  
BS, University of Illinois, Urbana-Champaign, 1991  
PhD, University of Wisconsin, Madison, 1999

**Sawin, Jason:** Assistant Professor, Mathematics  
and Computer Science  
BA, Lewis and Clark College, 1999  
MS, PhD, Ohio State University, 2008, 2009

**Scharrer, Eric:** Professor, Chemistry  
BS, Bates College, 1989  
PhD, University of North Carolina-Chapel Hill,  
1993

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

**Sherman, Daniel:** Associate Professor, Politics  
and Government/Environmental Policy and  
Decision Making Program  
BA, Canisius College, 1995  
BA, Victoria University-Wellington, 1996  
MA, Colorado State University, 1999  
MA, PhD, Cornell University, 2002, 2004

**Simms, Renee:** Visiting Assistant Professor,  
African American Studies  
BA, University of Michigan, 1988  
JD, Wayne State University Law School, 1992  
MFA, Arizona State University, 2007

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

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

**Smith, David:** Professor, History  
BA, Bristol University, 1963  
MA, Washington University, 1965  
PhD, University of Toronto, 1972

**Smith, Katherine:** Associate Professor, History  
BA, Vassar College, 1998  
MA, MPhil, PhD, New York University, 1999,  
2001, 2004

**Smithers, Stuart:** Associate Professor, Religion  
BA, San Francisco State University, 1980  
MA, MPhil, PhD, Columbia University, 1984,  
1985, 1992

**Solomon, Jeffrey M.:** Visiting Assistant Professor,  
English  
BA, University of Pennsylvania, 1989  
MFA, University of California-Irvine, 1993  
MA, PhD, University of Southern California,  
2002, 2008

**Sousa, David:** Professor, Politics and Government  
BA, University of Rhode Island, 1982  
PhD, University of Minnesota, 1991

**Spivey, Amy G. V.:** Associate Professor, Physics  
BS, Westmont College, 1996  
MS, PhD, University of Colorado, 1999, 2003

**Spivey, Michael Z.:** Associate Professor,  
Mathematics and Computer Science  
BS, Samford University, 1994  
MS, Texas A & M University, 1997  
MA, PhD, Princeton University, 1999, 2001

**Stambuk, Tanya:** Professor, Music  
BM, MM, Juilliard School of Music, 1982, 1983  
DMA, Rutgers University, 1994

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

**Stockdale, Jonathan:** Associate Professor, Religion  
BA, Kenyon College, 1987  
MA, PhD, University of Chicago Divinity School,  
1993, 2004

**Swinth, Yvonne:** Professor, Occupational  
Therapy  
BS, University of Puget Sound, 1984  
MS, PhD, University of Washington, 1991, 1997

**Tamashiro, Joyce:** Instructor, Biology  
BS, University of Puget Sound, 1978  
PhD, University of California-San Diego, 1985

**Tanaka, Tsunefumi:** Visiting Assistant Professor,  
Physics  
BS, Worcester Polytechnic Institute, 1990  
MS, Montana State University, 1992  
PhD, Montana State University, 1997

**Tepper, Jeffrey:** Professor, Geology  
BA, Dartmouth College, 1981  
MS, PhD, University of Washington, 1985, 1991

**Thomas, Ronald:** Professor, English/President  
BA, Wheaton College, 1971  
MA, PhD, Brandeis University, 1978, 1983

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

**Tiehen, Justin:** Assistant Professor, Philosophy  
BA, University of Chicago, 2000  
PhD, University of Texas at Austin, 2007

**Tinsley, David:** Professor, Foreign Languages and  
Literature  
BA, Colorado College, 1976  
MA, University of North Carolina-Chapel Hill, 1979  
MA, PhD, Princeton University, 1982, 1985

**Toews, Carl:** Assistant Professor, Mathematics  
and Computer Science  
BA, Claremont McKenna College, 1994  
MS, University of Virginia, 1997  
PhD, University of Virginia, 2002

**Tomlin, George:** Professor, Occupational Therapy  
BS, Massachusetts Institute of Technology, 1972  
MA, Boston University, 1979  
MS, University of Puget Sound, 1983  
PhD, University of Washington, 1996

**Tong, Stephanie:** Assistant Professor,  
Communication Studies  
BA, University of California-Davis, 2006  
MA, PhD, Michigan State University, 2008, 2011  
(expected)

**Tracy Hale, Alison:** Associate Professor, English  
BA, University of California Berkeley, 1985  
MA, Boston University, 1989  
MA, San Francisco State University, 1995  
PhD, University of Washington, 2005

**Tromly, Benjamin:** Assistant Professor, History  
BA, Grinnell College, 1999  
MA, PhD, Harvard University, 2002, 2007

**Tubert, Ariela:** Assistant Professor, Philosophy  
BA, New York University, 1996  
MA, PhD, University of Texas at Austin, 2001, 2005

**Tullis, Alexa:** Professor, Biology  
BA, University of California-Berkeley, 1987.  
PhD, University of Chicago, 1994

**Tyson, Judith:** Instructor, Asian Studies Program  
BA, Earlham College, 1967  
MA, University of Wisconsin, 1973

**Utrata, Jennifer:** Assistant Professor,  
Comparative Sociology  
BA, University of Chicago, 1992  
MA, PhD, University of California-Berkeley, 2001,  
2008

**Valentine, Michael:** Professor, Geology  
BS, State University of New York-Albany, 1975  
MS, PhD, University of Massachusetts, 1985, 1990

**Velez-Quinones, Harry:** Professor, Foreign  
Languages and Literature  
BA, Washington University, 1982  
MA, PhD, Harvard University, 1983, 1990

**Veseth, Michael:** Professor, International Political  
Economy  
BA, University of Puget Sound, 1972  
MS, PhD, Purdue University, 1974, 1975

**Walls, Kurt:** Associate Professor, Theatre Arts  
BT, Willamette University, 1981  
MFA, University of Washington, 1984

**Ward, Keith:** Professor, Music  
BM, West Chester University, 1978  
MM, DM, Northwestern University, 1979, 1986

**Warning, Matthew:** Professor, Economics  
BS, Auburn University, 1983  
MS, University of California at Davis, 1988  
PhD, University of California at Berkeley, 1997

**Warren, Barbara:** Professor, Exercise Science  
BS, Southwest Missouri State University, 1973  
MS, PhD, Indiana University - Bloomington, 1974, 1982

**Warren, Suzanne E.:** Visiting Assistant Professor, English  
AB, Bryn Mawr College, 2000  
MFA, University of Florida, 2004  
PhD, University of Cincinnati, 2011 (expected)

**Wasson, Curtis:** Visiting Assistant Professor, Foreign Languages and Literature  
BA, Gonzaga University, 1994  
MA, Washington State University, 1996  
MA, Johns Hopkins University, 1999  
MA, MPhil, PhD, Yale University, 2002, 2002, 2005

**Weber, Paul:** Visiting Assistant Professor, Physics  
BS, Bemidji State University, 1982  
MS, PhD, University of Colorado, Boulder, 1987, 1990

**Weinberger, Seth:** Associate Professor, Politics and Government  
BA, University of Chicago, 1993  
MA, Georgetown University, 1995  
PhD, Duke University, 2005

**Weiss, Stacey:** Associate Professor, Biology  
BS, University of California-Los Angeles, 1991  
PhD, Duke University, 1999

**Weisz, Carolyn:** Professor, Psychology  
BA, Stanford University, 1987  
MA, PhD, Princeton University, 1989, 1992

**Wesley, John:** Assistant Professor, English  
BA, University of British Columbia, 2003  
PhD, University of St. Andrews, 2008

**Wiese, Nila:** Associate Professor, Business and Leadership  
BS, Oklahoma State University, 1991  
MIM, Baylor University, 1992  
PhD, University of Oregon, 1996

**Williams, Linda K.:** Associate Professor, Art  
BA, University of California-Davis, 1984  
MA, University of Texas-Austin, 1992  
PhD, University of Washington, 2004

**Wilson, Ann:** Clinical Associate Professor, Physical Therapy  
BS, University of Puget Sound, 1989  
MEd., University of Washington, 1994

**Wilson, Paula:** Associate Professor, Business and Leadership  
BA, PhD, University of Washington, 1978, 1989

**Wimberger, Peter:** Professor, Biology/Slater Museum of Natural History  
BA, University of Washington, 1982  
PhD, Cornell University, 1991

**Wolf, Bianca:** Assistant Professor, Communication Studies  
BA, Arizona State University - Tempe, 1998  
MA, Arizona State University - Glendale, 2004  
MPH, PhD, University of Iowa, 2009, 2009

**Wolff, Johanna:** Visiting Assistant Professor, Philosophy  
MPhil, Ludwig-Maximilians-Universität, 2004  
PhD, Stanford University, 2010

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

**Woodward, John:** Professor, Education  
BA, Pomona College, 1973  
MA, PhD, University of Oregon, 1977, 1985

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

**Zopfi, Steven:** Associate Professor, Music  
BM, University of Hartford, 1987  
MFA, University of California - Irvine, 1992  
DMA, University of Colorado - Boulder, 2001

**Faculty Emeriti**

**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

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

**Baarsma, William:** School of Business and Leadership  
BA, University of Puget Sound, 1964  
MA, DPA, George Washington University, 1966, 1972

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

**Balaam, David:** International Political Economy  
BA, California State University-Chico, 1972  
MA, PhD, University of California-Santa Barbara, 1974, 1978

**Barnett, Suzanne Wilson:** History  
BA, Muskingum College, 1961  
MA, PhD, Harvard University, 1963, 1973

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

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

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

**Chandler, Lynette:** Physical Therapy  
BS, Simmons College, 1961  
BA, MEd, PhD, University of Washington, 1967, 1974, 1983

**Clayson, Shelby:** Physical Therapy  
BS, University of Minnesota, 1960  
MS, University of Colorado, 1966

**Clifford, H. James:** Physics  
BS, PhD, University of New Mexico, 1963, 1970

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

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

**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 and Honors  
BA, Fairfield University, 1964  
MAT, Harvard University, 1965  
PhD, University of Chicago, 1973

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

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

**Dickson, John:** Business and Leadership  
BA, Colorado College, 1965  
MBA, Indiana University, 1967  
PhD, University of Oregon, 1974

**Droge, David:** Communication Studies  
BA, MA, San Francisco State University, 1970, 1972  
PhD, Northwestern University, 1983

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

**Eggers, Albert:** Geology  
BS, Oregon State University, 1966  
MA, PhD, Dartmouth College, 1968, 1971

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



**Fields, Ronald:** Art

BA, Arkansas Polytechnic College, 1959  
MA, University of Arkansas, 1960  
PhD, Ohio University, 1968

**Finney, John:** Associate Dean/University Registrar and Associate Professor, Comparative Sociology

BA, University of Puget Sound, 1967  
MS, PhD, University of Wisconsin, 1969, 1971

**Frankel, Carol:** Education

BA, MA, Stanford University, 1964, 1965  
EdD, Washington State University, 1983

**Garratt, Robert:** Humanities

BA, MA, San Jose State University, 1964, 1969  
PhD, University of Oregon, 1972

**Golecke, Thomas:** Music

BA, MA, University of Washington, 1958, 1959  
DMA, Stanford University, 1966

**Graham, Ernest:** Psychology

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

**Green, Annabel L.:** Education

BS, Kansas City Teachers College, 1935  
MA, Northwestern University, 1941  
EdD, University of Washington, 1966

**Greenfield, Peter:** English

BA, PhD, University of Washington, 1972, 1981  
MA, Mills College, 1975

**Guilmet, George:** Comparative Sociology

BS, MA, University of Washington, 1969, 1973  
PhD, University of California-Los Angeles, 1976

**Hansen, J. Tim:** English

BA, Whitman College, 1956  
MA, University of Washington, 1960  
PhD, University of Oregon, 1965

**Hartley, Richard:** Psychology

BS, Lewis and Clark College, 1950  
MA, PhD, University of Denver, 1952, 1954

**Heimgartner, Norman:** Education

BA, New York State University, 1952  
MA, Columbia University, 1958  
EdD, University of Northern Colorado, 1968

**Herlinger, Ilona:** Music

BA, Michigan State University, 1955  
MM, University of Michigan, 1956

**Hodges, Richard:** Education

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

**Holm, Margo B.:** Occupational Therapy, OTR

BS, University of Minnesota, 1968  
MEd, Pacific Lutheran University, 1978  
PhD, University of Nebraska-Lincoln, 1980

**Hostetter, Robert:** Education

BA, MA, Central Washington University, 1959, 1963  
EdD, University of Oregon, 1969

**Hruza, Franklyn:** Business and Public Administration

BS, California State Polytechnic University, 1958  
PhD, University of Washington, 1972

**Hummel-Berry, Kathleen:** Physical Therapy

BS, MEd, PhD, University of Washington, 1975, 1978, 2001

**Ibsen, Charles:** Comparative Sociology

BA, University of Colorado, 1964  
MS, PhD, Colorado State University, 1965, 1968

**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

**Karlstrom, Ernest:** Biology

BA, Augustana College, 1949  
MS, University of Washington, 1952  
PhD, University of California, Berkeley, 1956

**Kerrick, Jerrill:** Mathematics and Computer Science

BA, MS, California State University-San Jose, 1962, 1967  
PhD, Oregon State University, 1971

**Kline, Christine:** Professor, School of Education

BA, Mills College, 1967  
MA, University of Pennsylvania, 1968  
Ed.D, Rutgers, 1985

**Koehl, Dorothy:** Business and Public Administration

BS, Purdue University, 1952  
MBA, PhD, The Ohio State University, 1975, 1978

**Lind, R. Bruce:** Mathematics and Computer Science

BS, Wisconsin State University, 1962  
MS, PhD, University of Wisconsin, 1964, 1972

**Lindgren, Eric:** Biology

BA, MA Walla Walla College, 1965, 1966  
PhD, University of North Carolina, 1972

**Mace, Terrence:** Biology

BA, Carleton College, 1968  
MS, University of Minnesota, 1971  
PhD, University of Montana, 1981

**Martin, Jacqueline:** Foreign Languages and Literature

BA, University of Washington, 1944  
MA, Boston University, 1952  
PhD, University of Oregon, 1966

**Maxwell, Keith:** Business and Leadership

BS, Kansas State University, 1963  
JD, Washburn University School of Law, 1966

**McGruder, Juli E.:** Occupational Therapy

BS, Indiana University, 1975  
MS, Indiana University-Indianapolis, 1979  
MA, PhD, University of Washington, 1994, 1999

**Mehlhoff, Curtis:** Chemistry

BS, University of California-Berkeley, 1961  
PhD, University of Washington, 1965  
JD, University of Puget Sound, 1989

**Musser, Robert:** Music

BS, Lebanon Valley College, 1960  
MM, University of Michigan, 1966

**Nagy, Helen:** Art

BA, MA, PhD, University of California-Los Angeles, 1969, 1973, 1978

**Neel, Ann:** Comparative Sociology

BA, University of California-Riverside, 1959  
MA, PhD, University of California-Berkeley, 1965, 1978

**Nelson, Martin:** Physics

BS, University of Puget Sound, 1937  
MS, University of Hawaii, 1939  
PhD, Ohio State University, 1942

**Overman, Richard:** Religion

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

**Peterson, Frank:** Comparative Sociology/

Associate Dean  
BA, University of Puget Sound, 1950  
ThM, ThD, Iliff School of Theology, 1953, 1960

**Peterson, Gary:** Communication and Theatre Arts

BS, University of Utah, 1960  
MA, PhD, Ohio University, 1961, 1963

**Phibbs, Philip M.:** President/Politics and Government

BA, Washington State University, 1953  
MA, PhD, University of Chicago, 1954, 1957

**Pierce, Susan R.:** President/English

AB, Wellesley College, 1965  
MA, University of Chicago, 1966  
PhD, University of Wisconsin-Madison, 1972

**Pierson, Beverly:** Biology

BA, Oberlin College, 1966  
MA, PhD, University of Oregon, 1969, 1973

**Potts, David B.:** History

BA, Wesleyan University, 1960  
MA, PhD, Harvard University, 1961, 1967

**Ragan, Elizabeth:** Art

BA, Birmingham Southern College, 1958  
MFA, Pratt Institute-Brooklyn, 1985

**Riegsecker, John:** Mathematics and Computer Science

BA, Goshen College, 1968  
MS, Northern Illinois University, 1971  
PhD, University of Illinois-Chicago, 1976

**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

**Royce, Jacalyn:** Theatre Arts  
BA, University of California-Santa Cruz, 1986  
PhD, Stanford University, 2000

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

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

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

**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

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

**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

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

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

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

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

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

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

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

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

**Vogel, Robert:** Art  
MA, MFA, University of Iowa, 1962, 1971

**Waldo, Robert:** School of Business and  
Leadership/Dean  
BS, MS, University of Colorado, 1948, 1949  
MBE, PhD, Claremont Graduate School, 1966, 1972

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

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

**Wilson, Roberta:** Exercise Science  
BS, MS, University of California-Los Angeles,  
1970, 1973  
PhD, University of Southern California, 1988

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

**Zech, Donald:** Physical Education  
BS, University of Notre Dame, 1954  
MS, Washington State University, 1955

**Fall Semester 2011**

August 5	Friday	Confirmation Deadline (postmarked by)
August 18	Thursday	Open Registration for Fall Closes
August 19	Friday	New Student Orientation Check In, Open at 8 a.m.
August 19	Friday	Board Meal Plan Service Opens, 7 a.m.
August 19	Friday	Residential Facilities Open for all New Students, 9 a.m.
August 19–28	Friday–Sunday	Orientation Week
August 26	Friday	Residential Facilities Open for Continuing Students, 9 a.m.
August 29	Monday	Classes Begin
August 29	Monday	Add/Drop and Audit Registration Begins
August 30	Tuesday	Last Day to Drop with 100% Tuition Adjustment
September 5	Monday	Labor Day (No Classes)
September 6	Tuesday	Last Day to Add or Audit Classes
September 6	Tuesday	Last Day to Exercise P/F Option
September 9	Friday	Application for May/August/December, 2012 Graduation
September 12	Monday	Last Day to Drop Without Record
September 12	Monday	Last Day to Drop with 80% Tuition Adjustment
September 16	Friday	Last Day to Drop with 50% Tuition Adjustment
September 23	Friday	Last Day to Drop with 40% Tuition Adjustment
September 30	Friday	Last Day to Drop with 30% Tuition Adjustment
October 7	Friday	Last Day to Drop with 25% Tuition Adjustment
October 10	Monday	Last Day to Withdraw with an Automatic “W”
October 14	Friday	Midterm
October 14	Friday	Incomplete Spring/Summer Work Due to Instructor
October 14	Friday	Last Day to Change Meal Plan
October 14	Friday	Last Day to Drop with 20% Tuition Adjustment
October 17–18	Monday–Tuesday	Fall Break (No Classes)
October 19	Wednesday	Midterm Grades Due, Noon
October 21	Friday	Last Day to Drop with 15% Tuition Adjustment
October 21	Friday	Preliminary 2012 Summer Schedule Available
November 4–11	Friday–Friday	Registration for Spring Term
November 21	Monday	Open Registration Begins (Continuing and Transfer students)
November 23	Wednesday	Board Plan Meal Services Closes, 3 p.m.
November 23	Wednesday	Travel Day (No Classes)
November 24–27	Thursday–Sunday	Thanksgiving Holiday
December 7	Wednesday	Last Day of Classes
December 8–11	Thursday–Sunday	Reading Period (No Classes)
December 12–16	Monday–Friday	Final Examinations
December 16	Friday	Board Plan Meal Services Closes, 6 p.m.
December 17	Saturday	All Residential Facilities Close, Noon
January 3	Tuesday	Final Grades Due, Noon
January 4	Wednesday	Probation/Dismissal Meeting for Fall 2011, 9 a.m.
<b>Spring Semester 2012</b>		
January 5	Thursday	Confirmation Deadline, by mail (postmarked by)
January 11	Wednesday	Board Plan Meal Service Opens
January 13	Friday	Open Registration for Spring Closes
January 14	Saturday	Residential Facilities Open for All Continuing Students, 9 a.m.
January 16	Monday	Martin Luther King Jr. Birthday (No Classes)
January 16	Monday	Orientation for New Students

January 17	Tuesday	Classes Begin
January 17	Tuesday	Add/Drop and Audit Registration Begins
January 18	Wednesday	Last Day to Drop with 100% Tuition Adjustment
January 24	Tuesday	Last Day to Add or Audit Classes
January 24	Tuesday	Last Day to Exercise P/F Option
January 30	Monday	Last Day to Drop Without Record
January 30	Monday	Last Day to Drop with 80% Tuition Adjustment
February 3	Friday	Last Day to Drop with 50% Tuition Adjustment
February 10	Friday	Last Day to Drop with 40% Tuition Adjustment
February 17	Friday	Last Day to Drop with 30% Tuition Adjustment
February 24	Friday	Last Day to Drop with 25% Tuition Adjustment
February 27	Monday	Last Day to Withdraw with an Automatic "W"
March 2	Friday	Last Day to Drop with 20% Tuition Adjustment
March 9	Friday	Last Day to Drop with 15% Tuition Adjustment
March 9	Friday	Incomplete Fall Work Due to Instructor
March 9	Friday	Midterm
March 9	Friday	Last Day to Change Meal Plan
March 12-16	Monday-Friday	Spring Recess (Residential Facilities Remain Open)
March 19	Monday	Classes Resume
March 19	Monday	Midterm Grades Due, Noon
April 2-6	Monday-Friday	Registration for Fall Term
April 9	Monday	Early Registration for Summer Begins
April 16	Monday	Open Registration for Fall Begins (Continuing and Transfer Students)
May 2	Wednesday	Last Day of Classes
May 3-6	Thursday-Sunday	Reading Period (No Classes)
May 7-11	Monday-Friday	Final Examinations
May 11	Friday	Board Plan Meal Service Closes, 6 p.m.
May 11	Friday	Class of 2012 Graduation Party, 8 p.m.
May 12	Saturday	Residential Facilities Close for Nongraduating Students, Noon
May 12	Saturday	Convocation, 2 p.m.
May 13	Sunday	Baccalaureate, 10 a.m.
May 13	Sunday	Commencement, 2 p.m.
May 14	Monday	Residential Facilities Close for Graduating Seniors, Noon
May 23	Wednesday	Final Grades Due, Noon
May 25	Friday	Probation/Dismissal Meeting for Spring 2012, 9 a.m.

**Summer Session 2012**

**Term I**

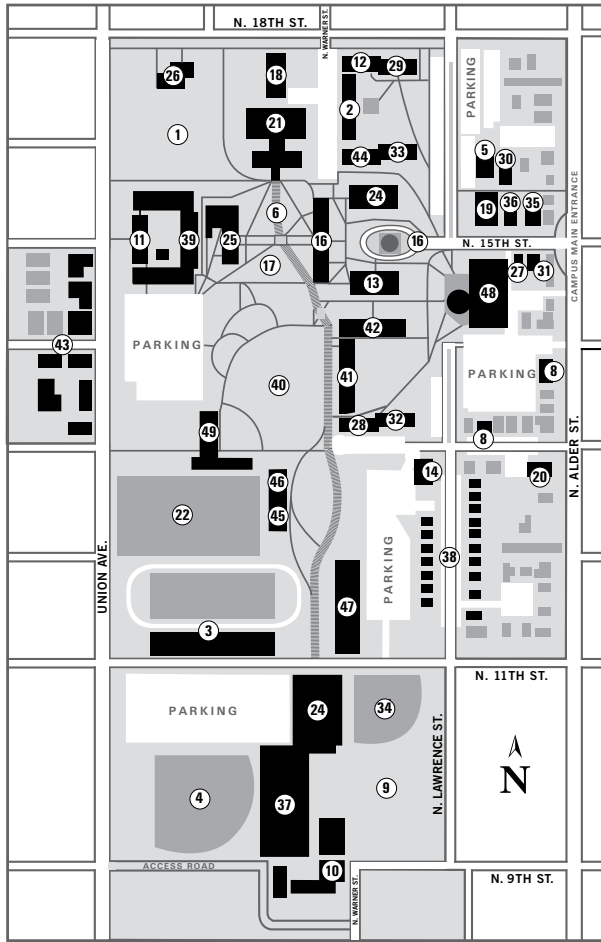
May 14	Monday	Term I Begins
May 14	Monday	Last Day to Drop with 100% Tuition Adjustment
May 18	Friday	Last Day to Exercise P/F Option
May 18	Friday	Last Day to Add a Class
May 18	Friday	Last Day to Register for Audit
May 18	Friday	Last Day to Drop without Record
May 18	Friday	Last Day to Drop with 50% Tuition Adjustment
May 25	Friday	Last Day to Drop with a "W"
May 25	Friday	Last Day to Drop with 25% Tuition Adjustment
May 28	Monday	Memorial Day (No Classes)
June 22	Friday	Term I Ends
July 3	Tuesday	Term I Grades Due, Noon

**Term II**

June 25	Monday	Term II Begins
June 25	Monday	Last Day to Drop with 100% Tuition Adjustment
June 29	Friday	Last Day to Exercise P/F Option
June 29	Friday	Last Day to Add a Class
June 29	Friday	Last Day to Register for Audit
June 29	Friday	Last Day to Drop without Record
June 29	Friday	Last Day to Drop with 50% Tuition Adjustment
July 4	Wednesday	Independence Day Holiday (No Classes)
July 6	Friday	Last Day to Drop with "W"
July 6	Friday	Last Day to Drop with 25% Tuition Adjustment
August 3	Friday	Term II Ends
August 13	Monday	Term II Grades Due, Noon

**Term A**

June 18	Monday	Term A (MAT) Begins
June 18	Monday	Last Day to Drop with 100% Tuition Adjustment
June 22	Friday	Last Day to Drop with 75% Tuition Adjustment
June 22	Friday	Last Day to Exercise P/F Option
June 22	Friday	Last Day to Add a Class
June 22	Friday	Last Day to Register for Audit
June 22	Friday	Last Day to Drop without Record
June 29	Friday	Last Day to Drop with 50% Tuition Adjustment
June 29	Friday	Last Day to Drop with a "W"
July 4	Wednesday	Independence Day Holiday (No Classes)
July 6	Friday	Last Day to Drop with 25% Tuition Adjustment
August 10	Friday	Term A Ends
August 20	Monday	Term A Grades Due, Noon



- |   |  |   |
|---|--|---|
| 1 Alcorn Arboretum                          | 18 Kilworth Memorial Chapel                  | 35 Student Activities   |
| 2 Anderson/Langdon Residence Hall           | 19 Kittredge Hall and Art Gallery            | 36 Student Diversity Center   |
| 3 Baker Stadium/Peyton Field/Shotwell Track | 20 Langlow House                             | 37 Tennis Pavilion  |
| 4 Baseball Diamond                          | 21 Library, Collins Memorial                 | 38 Theme House Row  |
| 5 Ceramics Building                         | 22 Lower Baker Field                         | 39 Thompson Hall  |
| 6 Commencement Walk                         | 23 McIntyre Hall                             | 40 Todd Field   |
| 7 Communications, Office of                 | 24 Memorial Fieldhouse/Pamplin Sports Center | 41 Todd/Phibbs Residence Hall   |
| 8 Community Involvement and Action Center   | 25 Music Building/Schneebeck Concert Hall    | 42 Trimble Residence Hall/Trimble Forum                                   |
| 9 East Athletic Field                       | 26 President's House                         | 43 Union Avenue Residences  |
| 10 Facilities Services                      | 27 Print and Copy Services                   | 44 University Residence Hall  |
| 11 Harned Hall/Oppenheimer Café             | 28 Register Residence Hall                   | 45 Wallace Pool   |
| 12 Harrington Residence Hall                | 29 Schiff Residence Hall                     | 46 Warner Gymnasium   |
| 13 Howarth Hall                             | 30 Sculpture Building                        | 47 Weyerhaeuser Hall  |
| 14 Human Resources                          | 31 Security Services                         | 48 Wheelock Student Center/Divisions<br>Café/The Cellar/Rasmussen Rotunda |
| 15 Jones Circle                             | 32 Seward Residence Hall                     | 49 Wyatt Hall   |
| 16 Jones Hall/Norton Clapp Theatre          | 33 Smith Residence Hall                      |   |
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## Telephone and E-mail Directory

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The address of the University of Puget Sound is  
University of Puget Sound  
1500 N. Warner St.  
Tacoma, WA 98416 USA

Telephone: 253.879.3100  
Facsimile: 253.879.3500

Listed below are offices to which inquiries of various types may be directed.

Academic Vice President and Dean.....	253.879.3205	.....	acadvp@pugetsound.edu
Admission .....	253.879.3211	.....	admission@pugetsound.edu
Academic Advising .....	253.879.3250	.....	aa@pugetsound.edu
Alumni and Parent Relations.....	253.879.3245	.....	alumoffice@pugetsound.edu
Associated Students.....	253.879.3600	.....	asupspresident@pugetsound.edu
	TDD 253.879.3252		
Athletics Office.....	253.879.3140	.....	ahackett@pugetsound.edu
Bulletins .....	253.879.3211	.....	admission@pugetsound.edu
Career and Employment Services.....	253.879.3161	.....	ces@pugetsound.edu
Center for Writing, Learning, and Teaching.....	253.879.3395	.....	neff@pugetsound.edu
Chief Diversity Officer.....	253.879.3991	.....	kbobby@pugetsound.edu
Counseling, Health, and Wellness Services .....	253.879.1555	.....	chws@pugetsound.edu
	TDD 253.879.3964		
Fellowships.....	253.879.3329	.....	fellowships@pugetsound.edu
Financial Aid and Scholarships .....	253.879.3214	.....	sfs@pugetsound.edu
	or 800.396.7192		
Institutional Research .....	253.879.3104	.....	emullins@pugetsound.edu
International Programs/Study Abroad.....	253.879.3652	.....	ssprenger@pugetsound.edu
Library.....	253.879.3669	.....	libref@pugetsound.edu
	TDD 253.879.2664		
President's Office.....	253.879.3201	.....	president@pugetsound.edu
Registrar's Office.....	253.879.3217	.....	registrar@pugetsound.edu
Security Services .....	253.879.3311	.....	security@pugetsound.edu
	TDD 253.879.2743		
Student Affairs (Dean of Students) .....	253.879.3360	.....	dos@pugetsound.edu
Summer Session .....	253.879.3207	.....	lferrari@pugetsound.edu
Technology Services.....	253.879.8585	.....	servicedesk@pugetsound.edu
Transcript Ordering (recorded message).....	253.879.2641		
Tuition/Fees/Payment of Bills .....	253.879.3214	.....	sfs@pugetsound.edu
	or 800.396.7192		
University Relations.....	253.879.3902	.....	vpour@pugetsound.edu

