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UNIVERSITY of  
PUGET  
SOUND

# BULLETIN

2013–2014 | 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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University of Puget Sound is committed to being accessible to all people. For accessibility information please contact 253.879.3236 or [accessibility@pugetsound.edu](mailto:accessibility@pugetsound.edu).

Cover photo by Ross Mulhausen, University of Puget Sound



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The information contained in this *Bulletin* is current as of June 2013. Changes may be made at any time. Consult the university website for the most up-to-date information.

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## About University of Puget Sound

University of Puget Sound is a 2,600-student independent national undergraduate liberal arts college in Tacoma, Washington. Established in 1888, the college is celebrating its 125th anniversary in 2013. 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 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 Pacific 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 that prepares students for useful and creative lives. 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 46.) 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.

Derived from the Puget Sound mission are three core themes that guide the Puget Sound educational experience. Puget Sound's core themes are: academic excellence, rich knowledge of self and others, and engaged citizenship.

## 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 expertise in various subject areas but also for the desire and ability to promote deep understanding and 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 active intellectual lives that nourish 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 members 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	Latina/o Studies		

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. The museum is used by Puget Sound students and faculty for classes and research. It also serves the community, and other scientists, artists, and educators worldwide through educational programs, 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 in Puget Sound-approved programs. Programs are offered in Africa, Asia, Oceania, Europe, and Central and South America. Every three years the University of Puget Sound runs the Pacific Rim/Asia Study-Travel Program (PacRim), in which students 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 and internships in Tacoma, Seattle, and Olympia.

## Theatre Arts Season

The Department of Theatre Arts mounts a variety of productions each year: a faculty-directed play is presented each semester in the Norton Clapp Theatre, student-directed one-acts are offered in the fall and the Senior Theatre Festival is eagerly attended every spring. Recent faculty-directed productions includes *Spring Awakening*, *As You Like It*, *Metamorphoses*, *The Cradle Will Rock*, *A Trip to Bountiful*, *Skin of Our Teeth*, *Anything Goes*, *The New Orleans Monologues*, *A Midsummer Night's Dream*, *Tartuffe*, *The Cripple of Inishmaan*, *Angels in America*, and *Romeo and Juliet*. Plays directed by students as part of our Senior Theatre Festival include *Machinel*, *Rabbit Hole*, *The Pillowman*, *Death and the Maiden*, *Peter Pan*, *Secret in the Wings*, *All My Sons*, *Big Love*, *Top Girls*, *Richard III*, *Dangerous Liaisons*, *The Glory of Living*, and *Mort*. The Matthew Norton Clapp Endowment for Visiting Artists is a resource for attracting contemporary luminaries of theatre who enrich the campus life through 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. The Department of 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 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, clinics, 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, Wind Ensemble, Concert Band, Jazz Band, Adelphian Concert Choir, Voci d'Amici, Chorale, Dorian Singers (an all-women's ensemble), Opera Theatre (scene recitals and full-length productions of operas, operettas, and, in conjunction with Theatre Arts, musicals), 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. The School of Music also has a community music division that offers non-credit instruction.

### **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. Kittredge Gallery is open Monday through Saturday from mid-August 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), residing in a suite focused on environmental policy and decision-making, participating in the entrepreneurship residential community, 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. There are also numerous 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, residence hall associations, leadership of fraternities and sororities, member-

ship in departmental or cocurricular clubs, organization of theme-living groups, or by serving on university committees.

Consistent with our mission statement, Puget Sound 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/)).

## Civic Scholarship

Puget Sound is committed to its role as an intellectual asset within the community, serving as a center for faculty and student research and scholarship on a broad array of issues. In partnership with community members and organizations throughout the region, numerous projects and programs have taken shape, including three signature initiatives.

### Civic Scholarship Initiative

The Civic Scholarship Initiative connects Puget Sound's faculty and students with citizens of the south Puget Sound region in projects of mutual concern. By investing the college's intellectual capital, the initiative provides real-world laboratories for faculty and students to pursue their research and teaching objectives while partnering with regional organizations to solve problems, develop policy, and educate the public on issues of regional and national significance. Current programs include the Pierce County Economic Index, Puget Sound Brass Camp, The Road Home: Homeless Policy for Pierce County, Senior University, and the Zina Linnik Project. For more information, visit [www.pugetsound.edu/csi](http://www.pugetsound.edu/csi)

### Race and Pedagogy Initiative

The Race and Pedagogy Initiative, a collaboration between Puget Sound and the South Sound community, seeks to educate students and teachers at all levels to think critically about race and to act to eliminate racism. Since 2006 the initiative has served as an incubator, catalyst, and forum for a variety of programs and projects. The initiative hosted the 2010 Race and Pedagogy National Conference, welcoming to campus more than 1,000 presenters and participants from colleges and universities across the nation, regional schools and community organizations, and the campus community for three days of plenary sessions, panel discussions, artistic and theatrical performances, and more under the theme "Teaching and Learning for Justice: Danger and Opportunity in Our Critical Moment." Currently, the initiative is preparing for the 2014 Race and Pedagogy National Conference to be held in September 2014. Visit [www.pugetsound.edu/raceandpedagogy](http://www.pugetsound.edu/raceandpedagogy) for more information.

### Sound Policy Institute

Sound policies restore and sustain the natural environment in balance with a healthy, prosperous, and just community. The Sound Policy Institute builds the capacity of individuals and groups, both on campus and in the Puget Sound region, to actively and effectively engage in environmental decision-making. The institute provides opportunities for the inclusion of community-based learning objectives in the coursework and research of the college's Environmental Policy and Decision Making Program; the integration of "big ideas" related to sustainability into the teaching and learning of faculty members from

across academic disciplines and higher education institutions; and community member engagement in lifelong environmental learning experiences through courses, field trips, training sessions, and other events. More information is available at [www.pugetsound.edu/soundpolicy](http://www.pugetsound.edu/soundpolicy).

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## THE CORE CURRICULUM

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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

- Seminar in Scholarly Inquiry 1 .....1 unit
  - Seminar in Scholarly Inquiry 2 .....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 2013–2014 academic year. Full course descriptions for the Seminars in Scholarly Inquiry and the Connections Core courses follow this section; descriptions of all other Core courses are in the departmental sections of this *Bulletin*.

## **Seminars in Scholarly Inquiry** (two units)

Two first-year seminars to develop the intellectual habits necessary to write and speak effectively and with integrity. To be taken in the first year. May be taken only to fulfill the core requirement. A course labeled SS1/SS2 in the following list has two versions, one satisfying the Seminar in Scholarly Inquiry 1 requirement and the other satisfying the Seminar in Scholarly Inquiry 2 requirement. Generally, a student will not be granted credit for both versions of the course.

See course descriptions starting on page 17.

- SS1/SS2 101, Dionysus & the Art of Theatre
- SS1/SS2 102, Rhetoric and Religion
- SS1/SS2 103, Alexander the Great
- SS1 104, Why Travel: Tales from Far and Wide
- SS2 104, Travel Writing and The Other
- SS1/SS2 105, Imagining the American West
- SS1/SS2 106, Cleopatra: History and Myth
- SS1/SS2 107, Leadership in American History
- SS1/SS2 108, Empowering Technologies: Energy in the 21st Century
- SS1/SS2 109, Rhetoric, Film, and National Identity
- SS1/SS2 110, Dogs
- SS1/SS2 111, Life, Death, and Meaning
- SS1/SS2 112, Salsa, Samba, and Soccer: Popular Culture in Latin America
- SS1/SS2 114, Understanding High Risk Behavior
- SS1/SS2 115, Imaging Blackness
- SS1/SS2 116, Communicating Forgiveness and Revenge
- SS1/SS2 118, Doing Gender
- SS1/SS2 120, Hagia Sophia: From the Emperor's Church to the Sultan's Mosque
- SS1/SS2 122, Ecotopia Landscape, History, and Identity in the Pacific Northwest
- SS1 124, Utopia/Dystopia
- SS1 125, Geomythology of Ancient Catastrophes
- SS1/SS2 126, Gender, Literacy, and International Development
- SS1 127, "Why Beethoven?"
- SS1/SS2 128, The Philosophy and Science of Human Nature
- SS1 129, Mao's China: A Country in Revolution
- SS1/SS2 130, Lies, Secrets, and Power
- SS1 131, Agons of Athens
- SS2 131, Democratic Labors in Athens and America
- SS1/SS2 132, Wild Things
- SS1 133, Not Just Fun and Games: Sport and Society in the Americas
- SS1/SS2 134, Dreams and Desire: The Liminal World
- SS1/SS2 135, An Unnatural Disaster: Hurricane Katrina
- SS1 136, Urban America: Problems and Possibilities
- SS2 136, Suburbia: Dream or Nightmare?
- SS1/SS2 137, The Boer War and South African Society
- SS1/SS2 138, Theatre and Comedy: Drama, History, and Theory from Aristophanes to the Absurd
- SS1/SS2 139, The Third Wave: Rock After the Beatles

SSI1/SSI2 140, Electric Bodies: Experiment in the Age of the Enlightenment  
 SSI1/SSI2 141, Architectures of Power  
 SSI1 145, Issues and Controversies in Clinical Psychology  
 SSI1/SSI2 150, Exploring Bioethics Today  
 SSI1/SSI2 170, Perspectives: Space, Place, and Values  
 SSI1 171, Medical Discourse and the Body  
 SSI1 172, The Scientific and Romantic Revolutions  
 SSI1 173, The Posthuman Future  
 SSI1 174, Lethal Othering: Critiquing Genocidal Prejudice  
 SSI1 175, Utopia and the Imagination  
 SSI1 176, American Autobiography from Franklin to Facebook  
 SSI1 190, Translation on Stage: Language, Culture, and Genre  
 SSI2 190, Sources and Adaptations  
 SSI1 195, Honors: New World Rhetorics  
 SSI2 196, Honors: European Past Lives

**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 through Medieval Art  
 ART 276, Studies in Western Art II: Fourteenth to the Twenty-First Century  
 ART 278, Survey of Asian Art  
 ART 280, William Morris and His World  
 ART 302, The Art of Mexico and Mesoamerica  
 ENGL 211, Introduction to Creative Writing  
 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 200, Homer to Hitchcock: The History of Ideas in the Arts  
 HUM 290, Introduction to Cinema Studies  
 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 205, Survey of African American Literature

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

ALC 330, Writing the Margins in Contemporary 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 170, Introduction to Media Studies: Governmentality and Torture

COMM 180, Introduction to Critical Issues in Public Culture: Democracy and Identity in US Public Discourse

COMM 291, Film Culture

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 291, Modern Africa

HIST 293, Early Africa to 1807

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 260, It's Only Rock and Roll: Rock from Cradle to Adolescence  
 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 211, Islam in America  
 REL 212, The Religion of Islam  
 REL 233, Japanese Religious Traditions  
 REL 234, Chinese Religious Traditions  
 REL 265, Thinking Ethically  
 SOAN 200, Cultural Anthropology  
 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, General Chemistry I  
CHEM 115, Integrated Chemical Principles and Analytical Chemistry  
CHEM 120, General Chemistry II  
CHEM 230, Integrated Chemical Principles and Analytical Chemistry  
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 156, Introduction to Interpersonal Communication  
COMM 160, Introduction to Organizational Communication  
COMM 181, Introduction to Online Communication  
COMM 252, Health Communication Campaigns  
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  
SOAN 103, Social Problems  
SOAN 204, Social Stratification  
SOAN 212, Sociology of Gender  
SOAN 230, Indigenous Peoples: Alternative Political Economies



**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 30.

- AFAM 346, African Americans and American Law
- AFAM 355, African American Women in American History
- AFAM 360, The Art and Politics of the Civil Rights Era
- AFAM 375, The Harlem Renaissance
- 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
- BUS 478, Environmental Law
- CONN 302, Ethics and the Other
- CONN 303, Art-Science: Inquiry into the Intersection of Art, Science, and Technology
- CONN 304, The Invention of Britishness: History and Literature
- CONN 312, Biological Determinism and Human Freedom: Issues in Science and Religion
- CONN 318, Crime and Punishment
- CONN 320, Health and Medicine
- CONN 322, Jihad and Islamic Fundamentalism
- CONN 325, The Experience of Prejudice
- CONN 332, Witchcraft in Colonial New England
- CONN 333, Nations and Nationalism in Modern Europe
- CONN 335, Race and Multiculturalism in the American Context
- CONN 340, Gender and Communication
- CONN 344, Magic and Religion
- CONN 345, Economics of Happiness
- 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 379, Postcolonial Literature and Theory
- CONN 387, Never-Never Land
- CONN 390, Black Business Leadership: Past and Present
- CONN 415, Education and the Changing Workforce
- CONN 478, Animals, Law, and Society
- 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 302, Mystics, Knights, and Pilgrims: The Medieval Quest
- HUM 303, The Monstrous Middle Ages

HUM 305, Modernization and Modernism  
 HUM 309, 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 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  
 PHIL 393, The Cognitive Foundations of Morality and Religion  
 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: Climate, Resources, Population, and the Limits to Growth  
 STS 345, Physics in the Modern World: Copenhagen to Manhattan  
 STS 347, Better Living Through Chemistry: Studies in the History and Practice of Chemistry  
 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, programs, and offices.

ACAD	Academic Advising	CONN	Connections
AFAM	African American Studies	CRDV	Career Development
ALC	Asian Languages and Cultures	CSCI	Computer Science (Mathematics and Computer Science Department)
ART	Art Department		
ASIA	Asian Studies Program		
BIOL	Biology Department	ECON	Economics Department
BUS	School of Business and Leadership	EDUC	School of Education
CHEM	Chemistry Department	ENGL	English Department
CHIN	Chinese (Asian Languages and Cultures)	ENVR	Environmental Policy and Decision Making Program
CLSC	Classics Department	EXSC	Exercise Science Program
COMM	Communication Studies Department	FREN	French (Foreign Languages and Literature Department)
		GNDR	Gender Studies Program

# The Core Curriculum/Seminar in Scholarly Inquiry

GEOL	Geology Department	MUS	School of Music
GERM	German (Foreign Languages and Literature Department)	NRSC	Neuroscience Program
GLBL	Global Development Studies	OT	Occupational Therapy Program
GRK	Greek (Classics Department)	PE	Physical Education Program
HIST	History Department	PG	Politics and Government Department
HON	Honors Program	PHIL	Philosophy Department
HUM	Humanities Program	PHYS	Physics Department
INTN	Internship Program	PSYC	Psychology Department
IPE	International Political Economy Program	PT	Physical Therapy Program
JAPN	Japanese (Asian Languages and Cultures)	REL	Religion Department
LAS	Latin American Studies Program	SIM	Special Interdisciplinary Major
LS	Latina/o Studies	SOAN	Sociology and Anthropology Department*
LAT	Latin (Classics Department)	SPAN	Spanish (Foreign Languages and Literature Department)
LC	Learning Center	STAF	Student Affairs
MATH	Mathematics (Mathematics and Computer Science Department)	STS	Program in Science, Technology, and Society
		THTR	Theatre Arts Department

\* Prior to 2013-2014, the Sociology and Anthropology Department was known as the Comparative Sociology Department and used the prefix CSOC.

## 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.

## Seminars in Scholarly Inquiry

### Purpose

In these first-year seminars, students increase their ability to develop effective arguments by learning to frame questions around a focused topic, to assess and support claims, and to present their work to an academic audience both orally and in writing. As part of understanding scholarly conversations, students learn to identify the most appropriate sources of information and to evaluate those sources critically.

Over the course of two seminars, students—with increasing independence—contribute to these conversations and produce a substantive scholarly project. To be taken in the first year. May be taken only to fulfill the core requirement. A course labeled SSI1/SSI2 in the following list has two versions, one satisfying the Seminar in Scholarly Inquiry 1 requirement and the other satisfying the Seminar in Scholarly Inquiry 2 requirement. Generally, a student will not be granted credit for both versions of the course.

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

## Seminar in Scholarly Inquiry

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**SS1/SSI2 101 Dionysus & the Art of Theatre** Ancient Greeks had the same name for the god of theatre, wine, and chaos: Dionysus. They used this god to try to understand life's craziness, for the ways in which human joy and suffering are so often intertwined: Why, for example, do human beings so regularly destroy what they most love? In this Seminar in Scholarly Inquiry, students study theatre as literature and art: analyzing plays, reading commentary, attending live theatre, and performing scenes from the dramas they have read--all in service of developing the intellectual habits necessary to write and speak effectively and with integrity. Affiliate department: Theatre Arts. The SS1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SS1/SSI2 102 Rhetoric and Religion** This course considers rhetoric as an analytical tool for studying religion, and religious discourse as a distinctive form of, and problem for, the study of rhetoric. Through analysis of religious texts, students study the dynamics of classical rhetoric, including the three appeals (ethos, pathos, logos), the three branches (forensic, deliberative, epideictic), the five canons (invention, arrangement, style, memory, delivery), and the six parts of a speech (exordium, narration, division, proof, refutation, peroration). Students perform close rhetorical analyses and criticisms on a variety of religious texts and speeches, make regular oral presentations in class (both in groups and individually), and engage in group debate and discussion in order to acquire practical skills in the art of persuasion and public speaking. Affiliate department: Religion. The SS1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SS1 104 Why Travel: Tales from Far and Wide** Why do people travel? Our ancestors were nomadic, of course, and as far as we can tell, settled humans have continued to feel the itch to explore and move beyond the boundaries of their known world. We have traveled so much that it would not be entirely unreasonable to call our species *homo peripateticus*! This course engages theories of travel--drawn from a range of academic disciplines such as anthropology, history, and philosophy--and examine some seminal instances of travel writing (from Herodotus, the "father" of both History and travel writing to Columbus to contemporary writers such as James Baldwin and Orhan Pamuk). In each instance, students test a theory against one or more case. Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI2 104 Travel Writing and The Other** The course focus is "Travel Writing & The Other." Because the field of travel writing is so extensive, students hone in on a smaller slice of the topic: the relations between dominant and dominated peoples that originated during the colonial expansion of Europe. The theoretical frameworks students engage in in the early part of the term draw on this encounter and are the shared foundation for the semester. As the semester progresses, students develop independent topics and projects that lie within the orbit of the larger topic. Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SS1/SSI2 105 Imagining the American West** Throughout the history of the United States, the physical and human resources of the American West have been imagined in numerous, often contradictory ways: as a place to increase the voting power of pro-slavery and abolition forces in the years leading up to the Civil War, and as a place where freed slaves might own their own land; as a place where middle-class families could own their own productive farms, and as the "Great American Desert;" as a place with unlimited natural resources to be exploited, and as the birthplace of the modern environmental movement. The American West spans a huge area of land and has meant many things to many people--at the same time, though, "the West" is a meaningful concept within American culture. In this course, students begin developing the intellectual habits necessary to write and speak effectively and with integrity, through focusing on interdisciplinary perspectives on the American West as an "imagined" place.

Affiliate department: English. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 106 Cleopatra: History and Myth** Who was Cleopatra? 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 equally fascinating has been the reception of Cleopatra's image: to Chaucer she was the model of a good wife; to Shakespeare she was a tragic lover; to painters of the Renaissance she was a passive victim; to the Romantics she was a femme fatale; to post-Enlightenment colonialists she was an exotic Easterner; to Hollywood she has been a temptress, a sex-kitten, and a vamp. This course examines not only the limited historical facts known about Egypt's most famous queen, but how she has been re-created and re-interpreted over the centuries to suit the social, racial, and gender needs of different cultures. Affiliate department: Classics. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 107 Leadership in American History** In 1976, leadership theorist and political scientist James McGregor Burns wrote that "Leadership is one of the most observed and least understood phenomenon on earth." While this still rings true today, social science researchers have since discovered much about how leadership processes function. This course introduces students to contemporary scholarship in the field of leadership studies and asks them to apply aspects of that research to cases studies in American history. Affiliate school: School of Business and Leadership. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 108 Empowering Technologies: Energy in the 21st Century** Through a variety of readings, in-class discussion, and short writing assignments, students increase their ability to develop effective oral and written arguments and become familiar with concepts and practices of information literacy. The course topic revolves around 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. Affiliate department: Physics. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 109 Rhetoric, Film, and National Identity** This course approaches the study of argumentation using popular film as a primary source material. Film texts will 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. The course explores the role of popular and independent film in shaping or contesting public perspective on what it means to be a nation; public disputes over what counts as national interests; and public disputes over who counts as a citizen with fully endowed rights. The course links film and national identity to gender, race, and social class. Some of the films viewed in this course have an R rating. Affiliate department: Communication Studies. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 110 Dogs** Humans share their homes with dogs, spend billions of dollars every year on their needs, and worry about what they are feeling. Although dogs and humans have been sharing their lives for thousands of years, most people do not realize that such an intimate association between two different species of animals is highly unusual. How, when, and why did this association come about? Of

## Seminar in Scholarly Inquiry

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all animals to domesticate and bring into our homes, why did early humans choose a predator? What do dogs know about humans and what do humans really know about what dogs think and feel? This course introduces students to essential elements of academic discourse. Through learning about the evolution and social cognition of dogs, students learn to distinguish between different types of sources (scholarly v. popular; primary v. secondary) and practice the art of close reading. Students also gain experience using sources judiciously and effectively to build arguments and support a position. Affiliate department: Biology. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 111 Life, Death, and Meaning** This course is devoted to a number of philosophical issues surrounding death and the meaning of life. The main focus is 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 of 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 other 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). Affiliate department: Philosophy. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 112 Salsa, Samba, and Soccer: Popular Culture in Latin America** This course 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, and as a vehicle for students to develop essential skills by examining a variety of sources and developing and supporting arguments in class and on paper. Beginning with introductory historical and theoretical frameworks, students examine a variety of contemporary forms of popular culture: popular religious symbols and rituals, secular festivals, music, dance, food, and sports. Students explore the tensions between elite and popular cultures; popular culture as a 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. The final project is a substantive paper based on independent research. Affiliate program: Latin American Studies. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 114 Understanding High Risk Behavior** Setting and achieving goals has defined many adventurers, but often times the romantic meets with the catastrophic. In this course students take a close 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, students learn to define community and responsibilities associated with high risk behavior while looking at the situation from many different viewpoints. Affiliate department: Exercise Science. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 115 Imaging Blackness** 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 on the study of popular

visual images as public argument. Students examine the political economy (ownership, production, dissemination), engage in a textual/visual analysis (what meanings are embedded), and examine audience reception of black film (how do audiences understand and use these media images). Students 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 US public life. Affiliate department: African American Studies. The SS1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SS1/SSI2 116 Communicating Forgiveness and Revenge** Students critically consume and analyze a variety of challenging texts, formulate and support argumentative claims, produce written assignments, and present their work orally. Students examine forgiveness as a relational and communicative process along with the implications of forgiving between dyads, small groups, and society at large. In addition, alternative post-transgression options such as unforgiveness and revenge that are commonly depicted in opposition to forgiveness are considered. Ultimately, students work to uncover the light and dark sides of both forgiveness and revenge during an examination of these relational processes. Affiliate department: Communication Studies. The SS1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SS1/SSI2 118 Doing Gender** Students create both oral and written arguments via the examination of how gender is constructed in communication. The course is grounded on the premise that all we create—including cultures, political and economic systems, and of course gender—is accomplished through communication. Students learn that biological difference between the sexes are really very few, and examine how and why masculinity and femininity are socially constructed and maintained. The class challenges students to examine taken-for-granted perspectives and values. Affiliate department: Communication Studies. The SS1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SS1/SSI2 120 Hagia Sophia: From the Emperor's Church to the Sultan's Mosque** 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. 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 in order to provide students an opportunity to engage with the process of scholarly inquiry. By completing extensive reading and writing assignments, students amplify their skills in creating effective arguments, synthesizing complex ideas based on multiple sources, and deepen their skills in critiquing primary and secondary sources. Affiliate department: Art. The SS1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SS1/SSI2 122 Ecotopia Landscape, History, 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 breakaway “green” republic. Using this vision of the Northwest as a sustainable society as a touchstone, this course explores the multifaceted relationship between human identity and landscape (or place) in the region over the last century. Probing historical documents, visual representations, and literature, students investigate how different peoples have encountered, experienced, and represented the

## Seminar in Scholarly Inquiry

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environment in the Pacific Northwest and how, in turn, the environment has shaped their sense of who they are. Additional topics may include the wilderness idea, globalization, and the way that social divisions such as gender and race have intersected with the process of making and re-making places in the region.

Affiliate department: History. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1 124 Utopia/Dystopia** What is human happiness? Can human beings live together in harmony? What is the perfect society? Is it possible to achieve such a society? This course examines how selected writers and communitarians have answered these questions in theory, fiction, and practice. The course studies the themes of utopianism and 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*, Bellamy's *Looking Backward*, Gilman's *Herland*, Zamyatin's *We*, Atwood's *Handmaid's Tale*, and documents from actual utopian communities. Affiliate department: Humanities. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI1 125 Geomythology of Ancient Catastrophes** The Biblical story of the Great Flood and Plato's account of the Sinking of Atlantis are two examples of mythical tales 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 course focuses mainly on Mesopotamian, Greek, and Biblical myths but also includes material from the Pacific Northwest and other cultures. The course includes a required weekend field trip to examine evidence of catastrophic flooding. Affiliate department: Geology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI1/SSI2 126 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)? For many reasons, women are disproportionately represented among the world's poor and illiterate populations, and gender roles for both men and women contribute to social inequities as well as possibilities for successful international development. Increasingly, development experts agree that efforts to reduce poverty must take into account cultural norms and gender roles--for both men and women--and that literacy education is key to this process. But 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. Through focusing on interdisciplinary perspectives on gender, literacy, and international development, students in this course begin developing intellectual habits necessary to write and speak effectively and with integrity in college. Affiliate department: English. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1 127 "Why Beethoven?"** "Why Beethoven?" was a question the composer and conductor Leonard Bernstein asked himself in an imaginary conversation published in his book, *The Joy of Music*. More than half a century later we are still asking the same question. Why has Beethoven played such a pivotal role in the history of classical music, the world of ideas as a whole, and in popular culture? Why is he "a ubiquitous icon in all corners of American society," as described by the scholar Michael Broyles? This seminar attempts to offer some answers about this towering figure in Western culture.



Through critical examination of representative works and through important biographical studies, film, and a Broadway play, this course will explore issues that include the nature of genius, the compositional process of Beethoven's music, the connections between creativity and suffering, and the presence of Beethoven in American culture. Affiliate school: School of Music. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI1/SSI2 128 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. Affiliate department: Philosophy. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1 129 Mao's China: A Country in Revolution** In 1949 the People's Republic of China was established, with Mao Zedong at its helm. For the past forty years China has been in almost constant political and cultural turmoil, experiencing the dawn of a republican era, warlord rule, invasion by Japan, and a bloody civil war. The Communists brought an end to the warfare but inaugurated an era of great change to both state and society. This course examines Chinese history under Mao Zedong, focusing on the process and experience of the Chinese Communist Revolution. Topics explored 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. Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI1/SSI2 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. Affiliate department: Religion. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1 131 Agons of Athens** This course explores the many complex forms of agonism and agony that characterized life in fifth-century Athens, including Athenian contests of war, contests in the assembly and law courts, even contests on the dramatic stage and in intellectual life. The course traces the rise and fall (and rise again) of Athens by examining an array of sources: history, tragedy, comedy, and philosophy. Students put these contests of ideas into practice in a number of ways: through daily discussions, weekly debates, performances of Greek drama, and, finally, a four-week role-playing simulation of the Athenian assembly. As an SSI course, this course emphasizes the processes of source evaluation, fram-

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ing questions, critical thinking, and written/oral argumentation necessary to engage in academic conversations. Affiliate department: Classics. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI2 131 Democratic Labors in Athens and America** This course examines two critical moments in the history of Western democracy: the restitution of the Athenian democracy in 403 BCE and the Woman's Suffrage and labor movements in Greenwich Village in 1913. Students play two roles (one in the Athens game, one in the Greenwich Village game), based on historical individuals and/or principles, exploring the complexities, challenges, and limits of democratic practice. Students do extensive research and writing, defending arguments in online posts, during in-class discussions and debates, and in papers. Thus students test the principles of democracy in relation to specific historical events and social forces (e.g., class, gender, and race) in a practical environment of negotiation and compromise. As an SSI course, this course emphasizes the continued development of skills in source evaluation, framing questions, critical thinking, and written/oral argumentation, with the goal of students producing substantive and scholarly research. Affiliate department: Classics. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 132 Wild Things** The concept of wilderness--and the related category of the wild--has proved a central imaginative paradigm for much of the environmental literature produced in and about the United States and Canada since the time of European settlement. By examining a varied selection of ecologically minded texts, this seminar explores how and why writers have argued for particular understandings of the concepts of wilderness and wild. Drawing on nature writing in several genres, the course further explores the social, political, and cultural issues at stake in these contested definitions. Among the questions the course considers: Is wilderness a useful conceptual category for current ecocritical analysis, or is it fraught with excess ideological baggage? Is wild a more productive concept for a critical practice that might inform effective resistance to current environmental degradation? How do wild and wilderness intersect with the familiar critical issues of race, gender, and colonial legacy? Affiliate department: English. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1 133 Not Just Fun and Games: Sport and Society in the Americas** Many people turn to sport as an escape from the pressures and concerns of everyday life, a space apart from society's daily grind. This course, however, explores the myriad ways that sport is enmeshed in the social world: the interplay of sports and sporting culture with socio-political conflict and ideology. Honing in on the three major sports of the Americas--baseball, soccer, and boxing--students examine the interaction of these sports with shifting historical and social contexts in order to query the role of identity, economy, class, and politics both on and off the field. Drawing on writings and films about sport, as well as sporting events themselves, students learn the rudiments of critical analysis and argumentation as they explore just how permeable are the boundaries between sport and society. Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI1/SSI2 134 Dreams and Desire: The Liminal World** The theme of this course is the exploration of the liminal world: the terrain for which there is evidence but no proof. For example, what do religion, anthropology, philosophy, medicine, psychology, and literature have to say about the seen and the unseen, the threshold between life and death--issues that shoot to the core of human existence and exert the strongest hold on the human spirit? Students explore the validity of claims about belief and unbelief, the world beyond the senses, made by prophets, priests, poets, shamans, scientists, philosophers. As both writers and speakers, students construct persuasive arguments based on an evaluation of sources that either contradict or defend given assumptions about the role of liminality in culture, history, identity, and the natural world. Students begin with texts that insist upon controversial readings, such as Toni

Morrison's *Beloved*, Louis Owen's *Wolfsong*, and Isabel Allende's *The House of the Spirits*. Affiliate department: English. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 135 An Unnatural Disaster: Hurricane Katrina** This course explores the causes and consequences of Hurricane Katrina, which ravaged the Gulf Coast in 2005. The course investigates the ways in which this catastrophe might be understood as an "unnatural disaster." While the course takes an historical perspective, it also explores issues that require students to look at the past from a variety of perspectives--cultural, social, political, legal, economic, environmental, and technological. As a result, students have the opportunity to work with sources drawn from disciplines reaching well beyond history, including meteorology, engineering, public policy and the law, as well as the visual, theatrical, and musical arts. Affiliate department: History. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1 136 Urban America: Problems and Possibilities** This course introduces students to the essential skills for participation in the academic community. In this course, students develop their ability to read and assess scholarly texts, to identify appropriate methods of academic argumentation, to gather and evaluate evidence, and to present their ideas in focused and academically appropriate oral and written forms. Students are introduced to essential elements of information literacy and approach academic writing and discussion as recursive and mutually reinforcing practices. The course topic, "Urban America," invites students to enter a contemporary dialogue regarding the nature of urban spaces, to examine the complex forces that contribute to their problems, and to consider the ways that 21st century life brings new possibilities and opportunities to city dwellers. Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI2 136 Suburbia: Dream or Nightmare?** This course builds explicitly on skills students develop in SSI 1 by requiring them to produce an extended piece (12-15 pages) of independent writing. The course first offers an introduction to the history of U.S. suburbanization, especially the post-WWII rise of the suburban ideal, during which students familiarize themselves with the existing critical conversations regarding the causes and implications of our love affair with suburban living. The majority of the course is then spent on the sequential, guided development of individual research projects, with an emphasis on the essential processes of scholarly research: posing a research question, performing research, drafting, refining, and revising. The course divides the research process into a series of shorter assignments, and emphasizes the recursive and collaborative elements of successful writing. Students will also be asked to present their work orally at several stages, and to reflect on both the product and process of their work in the course. Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 137 The Boer War and South African Society** The 1899-1902 Boer War (or Anglo-Boer War or South African War) has been called one of the British Empire's "little wars," but in terms of South African history its impact was anything but little. The war transformed the political landscape of Southern Africa, ushered in a new era in the regional economy and set in motion a "native policy" which would ultimately culminate in the imposition of apartheid. As a site of historical inquiry, too, the war offers unique opportunities. It is extraordinarily well-documented, by war correspondents like Winston Churchill, medical observers like Arthur Conan Doyle and ordinary South Africans like Sol Plaatje and Olive Schreiner. Furthermore, the shifts in how historians approach the Boer War--moving from a "white man's war" model to a paradigm that takes into account race, class and gender--reflect larger changes in historical scholarship. Although this course will be concerned with the events and trends during the war, it will focus even more on how a historical narrative is constructed and critiqued and on how stu-

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dents can develop their own interpretations of the period. Affiliate department: History. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 138 Theatre and Comedy: Drama, History, and Theory from Aristophanes to the Absurd** This course studies the theory and artistic expression of dramatic comedy, from ancient Greece to 21st-century America. Specifically, and somewhat distinct from an investigation of jokes and laughter, readings and assignments focus on the formal aspects of comedy, especially as shaped by its origins in Greek fertility festivals through to its absurdist postmodern manifestations. Expressions of comedy include representative plays from four or five historical periods, as well as selections from television and film of the 20th and 21st centuries. Theoretical readings by such writers as Plato, Aristotle, Henri Bergson, Sigmund Freud, Bertrand Russell, Susan K. Langer, Mikhail Bakhtin, Northrop Frye, and Martin Esslin provide frames not only for interpreting comedy itself, but also for understanding the relationship between comedy and society. Affiliate department: English. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 139 The Third Wave: Rock After the Beatles** This course surveys rock music in the immediate post-Beatles period from 1970 to 1990, two decades witnessing an unprecedented diversity of rock music styles. Close reading of representative works by numerous artists (such as David Bowie, The Rolling Stones, Patti Smith, Sex Pistols, Talking Heads, Michael Jackson, Bruce Springsteen, Madonna) will develop critical listening and basic music-analytic skills. Scholarly works from numerous perspectives (musicological, sociological, historical) are engaged closely and intended to introduce students to the academic response to rock music. Affiliate department: Music. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 140 Electric Bodies: Experiment in the Age of the Enlightenment** This course focuses on scientific studies of electricity and the development of electrical technologies in the eighteenth and early nineteenth centuries. During this period, electricians debated the authority and utility of different kinds of experimental methods and theoretical approaches. From developing electrical machines to using their own bodies in experiments, electricians sought to better understand the natural world and their place within it. Situated in the context of the Enlightenment and numerous political upheavals, this course examines a range of issues through the lens of electrical research: how does society--e.g. through its religious beliefs, art, economics, politics, etc.--shape science, and how does science shape society, affecting institutions, cultural values, and national and personal identity? Affiliate program: Science, Technology, and Society. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 141 Architectures of Power** Using words as its building blocks instead of bricks or stones, writing has power to evoke or create socially-coded (and sometimes socially subversive) meanings for its readers. The title of this seminar, "Architectures of Power," suggests that there is some kind of mechanism, be it actual or theoretical, that structures power and one's ability to act effectively. Focusing on the power dynamics that structure writing, cultural interactions, and individual mindsets, this course is composed of a series of units that, building on one another, move students from the basic questions one asks of writing to more complex written assignments that require integration of a number of provided source materials. In analyzing a variety of texts (linguistic, visual, and even aural), students explore, develop, and analyze the kinds of social and communicative powers that writing can construct. Affiliate

department: English. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1 145 Issues and Controversies 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 Inquiry 1 core requirement.

**SSI1/SSI2 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. Affiliate department: Religion. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1/SSI2 170 Perspectives: Space, Place, and Values** This discussion-based course is designed to introduce the fundamental representations of landscape in visual art as frameworks for broader, multidisciplinary discussions. In particular, the course explores how representations of water and earth art involving water reflect intertwined connections amongst conceptions of space, senses of place, and human values. Affiliate department: Art. The SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1 171 Medical Discourse and the Body** The human body presents a challenging topic for discourse. The body is at once universal and yet radically subjective; everyone has a body, but not all bodies are the same or similar. Moreover, knowledge about the body varies dramatically between different groups of people. This course focuses on discourse about the body: who has authority to speak about the body? Why and for what reasons? What kinds of language do people employ when they write or speak about the body? How does their language use change depending on the audience? Students begin thinking about these questions by reading several texts about legislation debates concerning the body. A human body forms the single most basic legal entity in our society, and also perhaps the most contested. Who has power over an individual? What are the limits of that power, and how are such limitations determined? These discussions are followed by reading several accounts by doctors: people who spend their lives examining and interacting with many kinds of bodies in different situations. How do doctors understand their relationship to the kinds of bodies they see? Finally, students consider how people conceptualize their own relationship to their bodies. Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI1 172 The Scientific and Romantic Revolutions** This course explores the causes and consequences of two decisive turning points in Western civilization--the Scientific Revolution of the 16th and 17th Centuries, and the Romantic movement of the late 18th and early 19th Centuries. The course aims to understand these periods of upheaval in their political, religious, economic, scientific, and aesthetic dimensions, and to discover how their legacy continues to inform the relationship between science and art. Affiliate program: Humanities. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI1 173 The Posthuman Future** Students in this course consider how rapid advances in science and technology, especially in biomedicine and cybernetics, may contribute to the alteration, enhancement,

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and evolution of the human into the “posthuman” or “transhuman.” Students also think about some of the important philosophical questions raised by these advances. For example: What is the self and how is it related to the brain, the body, and its extensions? Should parents design their children? Is human cloning immoral? Is radical life extension possible or desirable? Can and should humans take control of their own evolution? Is there a difference between natural and artificial intelligence and will the latter surpass the former? Is real life superior to virtual reality? Students also examine the philosophical roots of transhumanism in the writings of Plato, Descartes, and Nietzsche. Finally, students debate the religious, ethical and political implications of the posthuman future. For example: Are humans now usurping the role of God or nature? Is there a human nature and can it be transcended? Should humans aim to enhance, perfect, or transcend their bodies? 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? Are human rights applicable to the posthuman? Do humans have moral or political obligations toward future generations or toward humankind? These questions are examined through the lens of influential cultural works like *Brave New World* and *Gattaca*. Affiliate department: Philosophy. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SS11 174 Lethal Othering: Critiquing Genocidal Prejudice** The anthropological study of prejudice looks critically at the process of “othering” - that is, the fear-based tendency to regard groups who are “different from us” in ways that emphasize (their) threat versus (our) safety. Logically, this perspective can lead to attitudes, policies, and actions that aim to annihilate the difference between “us” (the in-group) and “them” (the dangerous outsiders) - either by forced assimilation or even by genocide. This course examines the ways that prejudice has been a part of such murderous and inhumane activity, beginning with a sustained exploration of the role of anti-Semitic prejudice in pogroms that took almost immediately after the Holocaust. Following the first section of the course, students will be guided to examine other situations of prejudicial, even murderous thinking and actions against Native Americans, African Americans, Asian Americans, Latino Americans, and Arab and Muslim Americans. Students will choose one of these five groups as the subject of further, more independent scholarly exploration, while concluding the course with a consideration of yet another kind of “othering”: the practice, in some US locales, of local governments enacting legislation to exclude certain types of people from certain neighborhoods. Affiliate department: Sociology and Anthropology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SS11 175 Utopia and the Imagination** In 1516, Thomas More wrote a fanciful story about the New World and called it Utopia. While the term he coined, u-topia, literally means no-place, his fictional text served as a powerful indictment of English society. Among other things, he argued for a radical rethinking of education, a reduction in territorial expansion, and an oddly progressive approach to gender relations and marriage. While More coined the term, the notion of utopia as a societal critique stretches back to foundational texts such as Plato’s *Republic* and *Genesis*. In fact, it is hard to conceive of the progress of Western thought without the presence of utopian thinking. This course explores utopian thought, examining utopian theories of the golden age, economics, religion, architecture, gender relations, technology, etc. Students are asked to use this frame to examine and critique today’s society. This is a writing-intensive course which uses the theme of utopia to teach critical thinking and scholarly writing. Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SS11 176 American Autobiography from Franklin to Facebook** The urge to tell one’s life story has a long and illustrious history in American literature. Benjamin Franklin wrote one of the first American autobiographies, a life story and at the same time a blueprint for Franklin’s vision of a new kind of person: an American. Frederick Douglass’s devastating first-person slave narrative worked to establish the

humanity of African-Americans and attacked the system of chattel slavery. Maxine Hong Kingston's experimental memoir told of another new kind of American, the urban immigrant. These masters of the genre used their personal stories for varied rhetorical aims. In the process, each helped create a distinctively American literary genre: biography of self-as-nation, slave narrative, and immigrant story. Over the course of this seminar, students read American autobiographies, addressing a set of linked questions: What is autobiography? Why have Americans chosen to write it? How have its rhetorical functions in American life altered over time? What does it mean to be an American, and how are American autobiographies shapers of and shaped by this notion? The varied conclusions students reach will help them achieve a clearer understanding of both the uses of literature and the complexities of American identity. Course texts include autobiographical works by Benjamin Franklin, Frederick Douglass, Maxine Hong Kingston, and Art Spiegelman, as well as social media. Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI1 190 Translation on Stage: Language, Culture, and Genre** This course starts with a literal meaning of the word translate—"to carry across"—and then explores literature that moves across language, culture, and genre as it produces meaning. Case studies focus on plays that stage a collision of cultures between groups of people who speak different languages and novels that feature translators as central characters. The course culminates with the investigation of movement of a single story or character across genres: from short story, to stage play, to film, for instance. The course considers different disciplinary perspectives on translation and/as adaptation and focuses throughout on critical reading and thinking and the development of academic writing and argumentation. Affiliate department: Theatre Arts. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI2 190 Sources and Adaptations** This course thinks dramaturgically about translated theatre texts and the aesthetic and cultural conversations created by adaptation of existing narratives into other genres and mediums. With reading from contemporary adaptation theory and dramaturgical scholarship framing case studies of plays, students consider the modes of "telling, showing, and interacting" created by different combinations of sources and their adaptations, culminating in individualized student research projects about a specific adaptation of an existing artwork into theatrical production. Affiliate department: Theatre Arts. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.

**SSI1 195 Honors: New World Rhetorics** This course provides students with valuable composition and speaking skills for academic and civic life. The course helps students frame a problem or question (historical, visual, and literary) to develop interpretations or arguments for oral presentation and in expository prose. 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. Course materials include travel literature, plays, and novels that complement the readings in Honors 211; the focus of this course however is on the process of academic writing, from the development of a thesis or arguable assertion through textual analysis and prewriting to the final draft, polished through extensive revision. Affiliate department: Honors. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.

**SSI2 196 Honors: European Past Lives** This course centers on a series of autobiographical narratives composed between the fourth and twentieth centuries, which serve as points of entry into specific moments in the European past: the last years of the Roman Empire, the age of the Crusades, the Italian Renaissance, the Enlightenment, the Victorian era, and the First World War. In the first part of the semester students practice the historian's craft of primary source analysis and study each major text and its context in depth. The course culminates in an independent research project on an historical topic relevant to the course, chosen in consultation with the instructor. Affiliate department: Honors. Satisfies the Seminar in Scholarly Inquiry 2 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 360 The Art and Politics of the Civil Rights Era** This course employs an interdisciplinary approach to explore the history and expressive culture of the civil rights era. Emphasizing what historians call the "civil rights movement," the course explores earlier strategies of resistance, the civil rights black power movements, and legacies of these movements. An 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." Readings and assignments engage the complex, sometimes contradictory, legal, political, literary, artistic, and musical responses to this charged historical period. Satisfies the Connections core requirement.

**AFAM 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. 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! An Exploration of the Popular Culture of 20th and 21st Century East Asia** 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 production. 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.

**BUS 478 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 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 303 Art-Science: Inquiry into the Intersection of Art, Science, and Technology** This class explores how new trends and technologies in the fields of biological sciences and biotechnology influence emerging art and artists. The course looks at the world around us from differing perspectives, with the aid of technology, biological phenomena, and artistic eye. The class is designed for students of all disciplines, including the non-declared, with the goal to inspire students to think outside of the box, explore divergent and convergent thought, and seek out knowledge and inspiration from many different disciplines. Students are encouraged to collaborate with peers. 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 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 322, 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 Muslim confrontations 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. 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 333 Nations and Nationalism in Modern Europe** This course examines the rise of nationalism in continental Europe from 1789 to 1918, a period beginning with the French Revolution and ending with World War One. Drawing on interdisciplinary scholarship, the course explores a period when modern nationalism emerged as a coherent way of seeing the world and then emerged as the principle ideology for organizing states and societies in Europe. Primary focus is on highly interrelated nation-building projects in five parts of Europe: France, Germany, Hapsburg Austria, Poland, and Russia. Seminar discussions draw on major theoretical works on nationalism as well as primary source texts like speeches, literary works, memoirs and diaries written by Europeans who embraced or struggled with national identity. 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 SOAN 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 344 Magic and Religion** This course in intellectual history draws upon history, religion, anthropology, and sociology in order to understand how the categories of ‘religion’ and ‘magic’ have been shaped by the Western, and largely Christian-influenced, tradition. ‘Magic’ and ‘religion’ arose out of the history of the West’s engagement with internal groups decried as ‘deviant,’ such as medieval ‘heretics,’ or Catholics in the Protestant imagination, and then, during colonialism, in response to other societies and cultures. The course draws upon a range of disciplines to examine how intellectual categories are dynamic, how they shaped over time, and how particular assumptions and viewpoints inform the creation of these categories. Offered occasionally. Satisfies the Connections Core requirement.

**CONN 345 Economics of Happiness** This course explores the intersection of economics and happiness. It critiques several of the key assumptions in mainstream economic theory, in particular those involving how the production and acquisition of greater material goods affect well-being. The course taps the research in the burgeoning field of the economics of happiness, much of which counters traditional economic ideas. The course also draws on recent related findings in positive psychology and to a lesser degree in neuroscience, specifically the findings in neuroscience that relate to mindfulness and meditation. In addition, the course utilizes several metrics (such as the Genuine Progress Indicator and the Happy Planet Index) to assess the happiness and well-being of different countries; these measures are juxtaposed with the standard measure of economic well-being: Gross Domestic Product (GDP). One of the alternative measures to GDP, Bhutan’s Gross National Happiness, serves as a vehicle to further consider the implications of Buddhist wisdom for economics. While examining these alternative measures, students consider the implications for social policy regarding issues such as consumerism, inequality, ecological sustainability and work-family balance. 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 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 neocolonialism 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 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 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 478 Animals, Law, and Society** Animals or their parts are ubiquitous—they are traded for food, companionship, clothing, research, entertainment, and sport. 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 western 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 animals are understood within western society. Students explore the laws affecting and relating to animals, public policies that support the status quo versus social movements that challenge it, theoretical and philosophical perspectives relating to our conceptualization of animals (e.g. Foucault's theory of power, Regan's subject-of-a-life, speciesism, Francione's abolition, feminist writings, etc.), creative non-fiction and fiction that addresses the question of the animal, and the ethics of the use of animals. Students examine trends toward future change. *Prerequisite: junior or senior standing. Recommended: any law or legal studies course.*

**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 302 Mystics, Knights, and Pilgrims: The Medieval Quest** This course offers students an introduction to high medieval culture through verbal and visual experience of the quest. Medieval romances and spiritual quest literature are informed by the neoplatonic idea of a transcendent reality, a divinely ordered world beyond us that yields an ultimate truth. At the same time, all such journeys begin in the post-Edenic world where the fallen senses can deceive the knight, the pilgrim, and the visionary navigating the dark forest, the garden of erotic pleasure, or the castle, where seemingly noble conduct masks sin. When the knight or pilgrim sets forth, he or she experiences not only the soul's journey to God but also the construction of identity. Humanities 302 asks students to draw informed connections



between the disciplines of history, art history, literary history, the history of gender, and the history of religion. 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, Kandinsky, 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 309 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 18th and 19th 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 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 core 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 terrain 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.

**PHIL 393 The Cognitive Foundations of Morality and Religion** Cognitive science is the interdisciplinary study of the mind that exists at the intersection of philosophy, psychology, neuroscience, evolutionary biology, and anthropology among other fields. There are now burgeoning research programs devoted to developing accounts of the cognitive foundations of morality and religion. This is an upper level survey of some of the leading views from these fields. Topics to be covered may include: the role of emotions and reason in moral deliberation; the nature of our moral intuitions; whether the scientific study of the mind can help us decide between competing moral theories; whether cognitive scientific accounts of moral psychology show morality to be a sham; the elements of mind involved in the formation of religious belief; whether religion is a kind of evolutionary byproduct; whether religion is a part of human nature; and whether scientific accounts of the cognitive foundations of religion show religious beliefs to be irrational. 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 gender from a scientific perspective. Taking a comparative approach, students critically examine the biological and experiential / social factors that influence sex differences, gender roles, and sexual preference in human and non-human animals, as well as sexual orientation and gender identity in humans. Students consider how variation in sex and gender may evolve through natural and sexual selection, and how human perceptions of gender feedback to influence the scientific study of animals. Policy and ethical implications of scientific research on gender are also considered. 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 regard-

ing 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: Climate, Resources, Population, and the Limits to Growth** One of the most interesting, difficult, and important problems in science is modeling the earth as a “system.” Our ability to predict future trends depends on our understanding of the elements that produce them: climate, population, natural resources, and many other variables. Taken together, these make up the “world system.” For more than one 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 planning and forecasting future trends. This course studies the physical basis of the world system, the history of attempts to understand it, various world 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. Special attention is given to the question of how many people the earth can support, and a guess at how many it should support. Students use Excel spread sheets to construct a sequence of world system models. Although concepts from algebra, physics, and computer programming are introduced as needed, prior background in these areas is strongly 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 347 Better Living Through Chemistry: Studies in the History and Practice of Chemistry** “Better things for better living...through chemistry” was a popular slogan used by DuPont in the mid-to-late twentieth century to market laboratory-developed products. Increasingly, concerns have been raised about the merits and consequences of chemicals in our food, goods, and environment. This class analyzes how we know what we know about chemistry, and how studies of the very small shape fundamental questions about the world, e.g. what is natural, what is artificial, does the difference matter, and if so in what contexts? By investigating a series of historical episodes that highlight some of the key intellectual, social, and political challenges of the nineteenth and twentieth centuries, this course examines how

we learn about, modify, and relate to our environment chemically. From the development of the periodic table to the study of pollution, this course encourages students to gain an appreciation for the science of chemistry while engaging in cross-disciplinary dialogue about ways in which chemistry affects our daily lives. 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.

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## DEGREE REQUIREMENTS

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### Degrees Offered

#### Bachelor of Arts with a Major in

Art  
Business  
Chemistry  
Chinese  
Classics  
Communication Studies  
East Asian Languages  
Economics  
English  
French  
French International Affairs  
German  
German International Studies  
Hispanic International Studies  
History  
International Political Economy  
Japanese  
Music  
Philosophy  
Politics and Government  
Psychology  
Religion  
Science, Technology, and Society  
Sociology and Anthropology  
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  
Classics  
Communication Studies  
Computer Science  
Economics  
English  
Environmental Policy and  
Decision Making  
Exercise Science  
French  
German  
Gender Studies  
Geology  
History  
Humanities  
Japanese  
Latin American Studies  
Latina/o Studies  
Mathematics  
Music  
Philosophy  
Physics  
Politics and Government  
Religion  
Science, Technology, and Society  
Sociology and Anthropology  
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:

1. 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.)
2. 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.)
3. Maintain a minimum grade-point average (GPA) of 2.00 in all courses taken at Puget Sound.
4. Maintain a minimum GPA of 2.00 in all graded courses, including transfer courses.
5. 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.
6. 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 website 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.
7. Satisfy the foreign language graduation requirement in one of the following ways:
  - a. 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);
  - b. Pass a Puget Sound-approved foreign language proficiency exam at the third-year high school or first-year college level;
  - c. 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 Director of Disabilities 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 Director of Disabilities Services. Note: If the Director 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.

# Degree Requirements

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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.
8. 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).
  9. 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.)
  10. Complete all incomplete or in-progress grades.
  11. File an application for graduation with the Office of the Registrar. Applications are due in September for graduation at the end of the next Spring, Summer, or Fall terms

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.

1. Students entering with freshman or sophomore standing must complete at least a course in Connections plus three additional core areas.
2. 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 baccalaureate 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 degree 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

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### ACADEMIC ADVISING COURSE

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**201 Major Exploration and Decision** Liberal arts degrees are valuable and instill the education and training that employers in most fields say are crucial—communication, team-work, writing, and critical thinking. However, liberal arts majors are not inherently linked to one, or even a few, specific careers. This course assists students in their search for programs of study, to focus on major review and selection using concrete actions and plans to explore liberal arts disciplines based on students' interests, strengths, weaknesses, and post-baccalaureate goals. This course is designed for students who have completed at least one semester of study at the university, sophomore standing with no declared major is required. Course available through the Office of Academic Advising. Pass/fail grading.

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### AFRICAN AMERICAN STUDIES

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Professor: Dexter Gordon, *Director*; Hans Ostrom

Associate Professor: Grace Livingston

Visiting Assistant Professor/Writer in Residence: Renee Simms

Advisory Committee: Nancy Bristow, *History*; 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  
AFAM 375, The Harlem Renaissance  
COMM 291, Film Culture  
COMM 347B, African American Public Discourse  
COMM 370, Communication and Diversity  
ENGL 482, Topics in African American Literature  
HIST 254, African American Voices - A Survey of African American History  
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

AFAM/REL 304, Capital and Captivity  
CONN 325, The Experience of Prejudice  
CONN 335, Race and Ethnic Relations  
PG 304, Race and American Politics  
PG 311, Politics of Detention: Criminal Justice, Immigration, and the War on Terror  
PG 314, U.S. Public Policy  
PG 315, Law and Society  
PG 316, Civil Liberties  
PG 346, Race in the American Political Imagination  
PSYC 281, Social Psychology  
SOAN 213, Urban Sociology: Cities, Regions, and Peoples

## 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 360, The Art and Politics of the Civil Rights Era  
AFAM 401, Narratives of Race  
COMM 322, Television Culture  
CONN 302, Ethics and the Other  
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 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  
 SOAN 103, Social Problems  
 SOAN 305, Heritage Languages and Language Policies

## 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.

**Seminars in Scholarly Inquiry** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions. 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.*

### SSI1 / SSI2 115 Imaging Blackness

**Connections courses.** See the Connections in the Core Curriculum section of this Bulletin for course descriptions (page 30).

### AFAM 346, African Americans and American Law

### AFAM 355, African-American Women in American History

### AFAM 360, The Art and Politics of the Civil Rights Era

### AFAM 375, The Harlem Renaissance

### 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 advo-

cates, 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.

**304 Capital and Captivity** Capital and Captivity is an upper-level introduction to the study of Capital and its modern development, especially as it relates to race and class. The seminar examines philosophical concepts central to Marx's theories of capital and capitalism regarding issues of human potential for freedom and happiness. Central ideas to be discussed are alienation, slavery, race, class, labor, surplus value, machines, money, debt, capitalist accumulation, and communism. This seminar includes a substantive Marxist critique of modes of control and domination in contemporary society, including a critique of incarceration and race. Cross-listed with REL 304. Offered every other year.

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## ART

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Professor: Zaixin Hong; Michael Johnson

Associate Professor: Kriszta Kotsis; Janet Marcavage; Elise Richman; Linda Williams, *Chair*

Assistant Professor: Chad Gunderson

Visiting Assistant Professor: Gianna Carotenuto

## About the Department

The Art Department offers a Bachelor of Arts degree with an emphasis in Studio Art or Art History. The two emphases are distinct, but students in each area are required to take supporting courses in the other to ensure breadth and depth in their knowledge of art. The specific education of artists and of art historians, which includes technical skills, visual analysis, and research methodologies, are taught within the context of our liberal arts institution. The department values providing a strong liberal arts education and writing and critical thinking skills are emphasized in all art courses. Art Department courses serve majors as well as students who are enrolled in the Fine Arts Approaches core. 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 students from diverse majors and programs.

The Art department occupies three buildings with Kittredge Hall and its gallery as the nucleus. Approximately eight exhibitions are held each academic year in the Kittredge Gallery, including a juried student show in the fall semester and the senior studio art majors show in the spring semester.

## Studio Art

Studio art students master distinct processes, an understanding of the principles of design, a familiarity with art history, and sensitivity to expression in visual language. They also form the ability to synthesize formal and conceptual issues and develop an understanding of how visual art relates to contemporary culture. 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 once every other year. 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 Seminars in Scholarly Inquiry core requirements may not be used to meet major or minor requirements.

## Requirements for the Major

### BA Degree/Studio Art 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, 399, HON 206, HUM 330, 335, LAS 387.
- 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:

1. 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.
2. HON 206 may be only taken by Honors students and is a replacement for ART 275.

Advisors: Professors Gunderson, Johnson, Marcavage, 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, 371, 399, HON 206, HUM 330, 335, LAS 387.
- 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. At least two 300-level art history courses must be taken at the University of Puget Sound and be completed by the end of the 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, 325, 359, 360, 361, 362, 363, 364, 365, 367, 368, 369, 370, 371, 399; **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, 399, HON 206, HUM 330, 335, LAS 387, 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. HON 206 may only be taken by Honors students and is a replacement for ART 275.
4. 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry* in the *Core Curriculum* section of this Bulletin for course descriptions (page 17).

### **SSI1/SSI2 120 Hagia Sophia: From the Emperor’s Church to the Sultan’s Mosque (6 – 21st c.)**

### **SSI1/SSI2 170 Perspectives: Space, Place, and Values**

**Other courses offered by Art Department faculty.** See Connections in the *Core Curriculum* section of this Bulletin for course descriptions (page 30).

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

Satisfies the Fine Arts Approaches 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.

### **LAS 387, Art and Revolution in Latin America**

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. Available for non-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 Intermediate Drawing and Design** 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 semester 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 every 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.

**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.* Offered fall semester.

**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.* Offered spring semester.

**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. Students may not receive credit for both ART 275 and HON 206. Offered every 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 most semesters.

**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 impor-

tant 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 every 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*), and 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; not offered 2013-2014.

**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 preparation, the application of grounds, methods of biting the plates with acids, chine colle, and printing. *Prerequisite:* ART 101. Offered fall semester.

**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 semester.

**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; not offered 2013-2014.

**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:* second-year standing or above. Satisfies the Fine Arts Approaches core requirement. Offered every other year; offered Fall 2013.

**325 The Cutting Edge: Art and Architecture Since 1900** 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. Theoretical readings inform the study of painting, architecture, sculpture, photography, printmaking, installation, and performance art from the modernism of the early twentieth century to current artistic movements. *Prerequisite: second year standing or above.* Offered every third year; not offered 2013-2014.

**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; offered Spring 2014.

**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.* Offered every other year; offered Fall 2013.

**350 Intermediate Painting** 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 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 2013.

**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 7th through the 17th 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; not offered 2013-2014.

**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 1st c. BCE), with particular emphasis on artistic production of the 8th through the 1st 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; not offered 2013-2014.

**361 Art and Architecture of Ancient Rome** This course introduces selected monuments of the

Etruscan and Roman civilizations from ca. the 8th c. BCE to the 4th 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 8th-3rd 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; not offered 2013-2014.

**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; offered Fall 2013.

**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 renaissance 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; offered Spring 2014.

**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: second year standing or above.* Offered every third year; not offered 2013-2014.

**365 Nineteenth-Century Art and Architecture 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 and architects responded to these developments, focusing particularly on the shift

from academic works to the rise of modernism and the avant-garde. *Prerequisite: second year standing or above.* Offered every third year; not offered 2013-2014.

**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-political 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.

**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.

**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 2013-2014.

**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.

**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; not offered Spring 2014.

**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.

**399 Special Topics in Art History** This seminar is designed to allow in-depth examination of selected topics from the history of art. The course may focus on a region, time period, artistic movement or a single artist, yet it may also cover the thematic study of artworks from multiple regions or periods. The course explores relevant art historical research and methodologies on the selected topic. A different topic is chosen by faculty each time the course is offered. The content of the course varies with the instructor and may have Ancient or Medieval European, Modern European or American, or Asian emphasis. Offered occasionally; offered both semesters 2013-2014.



**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*

Visiting Assistant Professor: David Hull (Chinese)

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

### About the Program

The Asian Languages and Cultures (ALC) Program, a component of the Asian Studies Program (see "Asian Studies," page 69), 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: ALC 315, 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; SOAN 225.

## 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: ALC 310, 320, 330, ART 368; HIST 247, 248; 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. Three units from the following: ALC 205, 310, 320, 330

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

- I. Concentration in Chinese
  1. Eight units in Chinese language, of which at least one must be at the 300 level and 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 societies. 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 create their own living-language programs. Students have the opportunity to organize a group of language learners and apply 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. For further information and application deadlines, contact Residence Life.

## 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.

### 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. Offered frequently; not offered 2013-2014.

**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 frequently; offered Fall 2013.

**315 Narrative and Nation in Modern Chinese Literature** This course is a survey of major works of literature from China, Hong Kong, and Taiwan produced between the late Qing period and the 1980s. Students become familiar with prominent themes of Chinese literature from the turbulent 20th century, examining the works for what they have to say about such topics as modernity, tradition, gender and subjectivity. The goals of this course are to 1) become familiar with the most critically acclaimed literary voices of the modern period; 2) to identify dominant themes in the literature of the period and examine what they say about what it means to be human; 3) to develop skills in critical reading, thinking and writing. Offered occasionally.

**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. Offered

frequently; not offered 2013-2014.

**ALC 330 Writing the Margins in Contemporary Japanese Literature** This course surveys contemporary and post-modern literature in the post-war period. The examination of the self and its representation that has dominated Japanese literature since the Meiji period (1868-1912) took on a new urgency and tone in Japan's post-war period, with many authors exploring identities that challenged the established order. For some, that challenge was expressed through transgression and violence; for others, it was embodied in characters who lived outside of the boundaries of social acceptance. During a post-war period of general economic prosperity in which the Japanese government has famously taken pride in being a "homogenous" society, the country's contemporary literature is consistently and remarkably populated by characters who live on the margins of that homogenous identity. This course will explore the dominant themes of the most important modern and post-modern authors of Japan, including Ôe Kenzaburo, Murakami Haruki, and Yoshimoto Banana, with particular emphasis on these marginalized characters and what they say about the "center" and the self. Satisfies the Humanistic Approaches core requirement. Offered frequently; offered Spring 2014.

## 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 situations. 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; offered Fall 2013.

**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; not offered 2013-2014.

**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 year; offered Spring 2014.

**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 2013-2014.

**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 Spring 2014.

**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; not offered 2013-2014.

**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; offered Fall 2013.

**309 Phoenix Claws and Lion's Head: Food and Chinese Culture** Chinese language studies explores topics related to food in Chinese culture. 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 260 or permission of instructor. Offered every two years; not offered 2013-2014.

## 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. Offered frequently; not offered 2013-2014.

**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

ferred 2013-2014.

**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 Spring 2014.

**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 2013.

**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 2014.

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## ASIAN STUDIES

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Director: Jan Leuchtenberger, *Asian Languages and Cultures*

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

Advisory Committee: Elisabeth Benard, *Asian Studies and Religion*; Gareth Barkin, *Sociology and Anthropology*; Karl Fields, *Politics and Government*; Zaixin Hong, *Art*; Priti Joshi, *English*; David Hull, *Asian Languages and Cultures*; Nick Kontogeorgopoulos, *International Political Economy*; Sunil Kukreja, *Sociology and Anthropology*; Mikiko Ludden, *Asian Languages and Cultures*; Jennifer Neighbors, *History*; Lo Sun Perry, *Asian Languages and Cultures*; Stuart Smithers, *Religion*; Jonathan Stockdale, *Religion*

### 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 63).

### PacRim Program

The Pacific Rim/Asia Study-Travel Program (PacRim) is scheduled every three years (next in Asia 2014-2015), 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 Directors.

## 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 with the Academic Advising office, 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 the Academic Advising office 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;
2. Two units of Chinese or two units of Japanese from language courses listed below, or two approved units of another appropriate Asian language;
3. One semester (or summer) pre-approved study abroad or internship in Asia;
4. ASIA 344;
5. 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);
6. 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:

1. All requirements, as above, for designation in Asian Studies;
2. One-semester senior thesis: ASIA 489, or approved research seminar course in a department participating in the program (Art, Business and Leadership, Sociology and Anthropology, Economics, English, History, International Political Economy, Politics and Government, or Religion);
3. 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

**Course Offerings: Seminars in Scholarly Inquiry** See *Seminars in Scholarly Inquiry* in the Core Curriculum section of this Bulletin for course descriptions (page 17). *Seminars in Scholarly Inquiry* do not count toward the designation in Asian Studies or the designation of Robert Trimble Distinguished Asia Scholar.

## **SS11 129 Mao's China: A Country in Revolution**

**Course Offerings: Connections courses.** See Connections in the Core Curriculum section of this Bulletin for course descriptions (page 30).

## **ASIA 341, Asia Pop! An Exploration of Popular Culture in 20th and 21st Century East Asia**

### **ASIA 344, Asia in Motion**

### **CONN 369, Power, Gender, and Divinity**

### **HUM 330, Tao and Landscape Art**

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

## **Course Offerings: ARAB**

**(Courses will not apply to the Asian Studies designation.)**

**ARAB 101 Modern Elementary Arabic** Modern Elementary Arabic is a course designed for students who have had no previous background in Arabic. Students learn the Arabic alphabet and focus on developing their listening and speaking skills to be able to read and write simple Arabic texts and conduct a basic interaction/conversation in Arabic. Course will not apply to the Asian Studies designation.

**ARAB 102 Elementary Arabic** ARAB 102 is designed for students who have completed one semester of ARAB 101. Students will focus on developing their listening and speaking skills to be able to read and write simple Arabic texts and conduct a basic interaction/conversation in Arabic. By the end of the course, students will have completed the elementary level of Modern Standard Arabic and will be qualified to move on to the intermediate level in Arabic. *Prerequisite: 101 or permission of the instructor.* Course will not apply to the Asian Studies designation.

## **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. Offered occasionally; offered Spring 2013.

**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 315, Narrative and Nation in Modern Chinese Literature  
 ALC 320, Self and Society in Modern Japanese Literature (Humanistic Approaches core)  
 ALC 330, Writing the Margins in Contemporary 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 471, International Business in Asia  
 ENGL 470, 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 SOAN 323)  
IPE 333, Political Economy of Southeast Asia  
PG 323, Asian Political Systems  
PG 372, Japanese Political Economy  
PG 378, Chinese Political Economy  
REL 208, Yoga and the Ascetic Imperative  
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  
SOAN 203, Anthropological Study of Religion  
SOAN 225, Asian Medical Systems  
SOAN 312, Peoples of Southeast Asia  
SOAN 323, Tourism and the Global Order (cross-listed as IPE 323)  
SOAN 335, Third World Perspectives  
SOAN 380, Islam and the Media  
SOAN 416, Modern India and Diaspora  
SOAN 481A, Minorities of China

## **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: Jeff Grinstead, *Chemistry*; John Hanson, *Chemistry*; Mary Rose Lamb, *Biology*; Andreas Madlung, *Biology*; Mark Martin, *Biology*; Amy Odegard, *Chemistry*; Leslie Saucedo, *Biology*; Eric Scharrer, *Chemistry*,

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 93).

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, *Chair and McCormick Professor of Natural Sciences*; Susannah Hannaford; Betsy Kirkpatrick; Mary Rose Lamb; Andreas Madlung (on leave Spring 2014); Wayne Rickoll; Alexa Tullis; Stacey Weiss; Peter Wimberger, *Robert G. Albertson Professor and Director, Slater Museum of Natural History* (on leave Spring 2014)

Associate Professor: Alyce DeMarais (on leave 2013-2014); Mark Martin; Leslie Saucedo

Assistant Professor: Peter Hodum; Siddharth Ramakrishnan, *Jennie M. Caruthers Chair in Neuroscience*

Visiting Assistant Professor: Gregory Johnson; Vanessa Koelling; David Sultemeier

Instructor: Joyce Tamashiro

### 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 research or independent study courses: BIOL 390, 392, 490, 491, 495, 496;
3. Three units in chemistry: CHEM 110, 120, 250; OR 115, 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, EXSC 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. First-year Chemistry: CHEM 110, 120 OR 115, 230
3. Organic Chemistry: CHEM 250, 251
4. Biochemistry: CHEM 460, 461 (Students who satisfy the first-year chemistry requirement with CHEM 110 and 120 must also complete CHEM 231 prior to enrolling in CHEM 460)
5. Two units of Mathematics: MATH 180, 181; MATH 160 or MATH 260 may substitute for MATH 181.
6. Two units of Physics: PHYS 111/112 or 121/122;
7. 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this

*Bulletin for course descriptions (page 17).*

## **SSI1/SSI2 110 Dogs**

**Other courses offered by Biology Department faculty.** See Connections in the Core Curriculum section of this Bulletin for course description (page 30).

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

Satisfies the Connections core requirement.

## **ENVR 335, Thinking About Biodiversity**

Satisfies the Connections core requirement.

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

## **STS 318 Science and Gender**

Satisfies the Connections core requirement.

**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 major



lecture topics. Complementary laboratories focus on microscopy and biochemical techniques. Data analysis is highly emphasized throughout the course. *Prerequisite: BIOL 111; one year of college chemistry; 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. *Prerequisite: BIOL 111; one year of college chemistry; 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; one year of college chemistry; 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 fundamental physiological principles. Physiological adaptation to different habitats is also discussed. 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; one year college chemistry; BIOL 211 or MATH 160 recommended.* Offered fall semester.

**340 Animal Communication** This course examines the production, transmission and reception of animal communication signals in different sensory modalities, including acoustic, visual, chemical, and short-range sensory modes. In addition, the course explores the evolution and function of such signals as mechanisms to transfer information and bias decision making. Throughout the semester, students draw upon theory from ecology, physiology and evolution, as well as the physical sciences and economics. *Prerequisite: BIOL 111, 112; 211 recommended.* Offered occasionally.

**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; one year of college chemistry and CHEM 250.* Offered Fall 2013.

**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 Fall 2013.

**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; one year college chemistry and CHEM 250 and 251, BIOL 311 recommended; permission of instructor.* Offered Spring 2014.

**362 Nanobiology** This course offers students an introduction to the field of nanobiology. Nanotechnology is becoming a new frontier in biological explorations and manipulation. Engineering tools and techniques have been used to expand biological research, enrich the medical field, as well as alter food and materials. Fast expanding, nanobiology is becoming a part of the cultural lexicon with ramifications in both ethical and cultural aspects of everyday life. This course explores these themes, with overviews of methodologies and future technology. *Prerequisite: BIOL 101, 111, or 112; CHEM 110 or 115; and PHYS 111 or 121.* Offered occasionally. Offered Fall 2013.

**365 Bioinformatics** This course introduces students to the principles and practical applications of bioinformatics in the understanding of biological data. Students use computational tools to analyze and critically evaluate genetic data, as well as test molecular and evolutionary genetic hypothesis using these data. Students also develop a literature-based understanding of the connection between bioinformatic analyses and field experiments. *Prerequisite: BIOL 111, 112, and 311; 211 and 360 recommended.* Offered every other year. Offered Fall 2013.

**370 Conservation Biology** This course focuses on biological concepts and techniques fundamental to the science of conservation biology. To understand mechanisms that drive the loss of biological diversity and approaches to address those threats, the course explores a variety of topics including extinction processes, population dynamics, population genetics, habitat fragmentation, invasive species, protected area design, and restoration ecology. The laboratory component involves field work, including a full weekend field trip, and quantitative computer simulations. *Prerequisite: BIOL 211 and junior or senior standing.* Offered Spring 2014.

**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; one year of college chemistry.* Offered occasionally; offered Spring 2014.

**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; one year of college chemistry; BIOL 311 recommended.* Usually offered every year; not offered 2013-2014.

**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.

**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; offered Spring 2013.

**379 Ornithology** This course examines the origin, speciation, diversity, ecology, behavior, and conservation of birds. The laboratory component will include field trips as well as draw from the Slater Museum's extensive bird collection for studies of avian taxonomy, identification, anatomy and physiology. *Prerequisite:* BIOL 211. Usually offered every other year; not offered 2013-2014.

**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 The main audience for this course are students interested in a) preparing a research proposal that they want to submit for funding to the University of Puget Sound Summer Research Program, and b) doing full-time research over the summer following the course with a Puget Sound faculty member in the sciences. During the course students will match up with a research advisor, learn techniques on how to write an effective proposal, and become familiar with general research procedures, and aspects of research ethics. Students are strongly encouraged to take BIOL 399 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** Molecular Biology is the study of structure, organization, and regulation of genetic material at the molecular level. This class emphasizes modern genetics and genomics, and introduces students to techniques used in molecular biology both in lecture and in the lab. *Prerequisite:* BIOL 111, 212, and 311; one year of college chemistry. Offered every semester.

**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 genetics to topics important to society 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; one year of college chemistry. Offered occasionally; not offered 2013-2014.

**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; one year of college chemistry; junior or senior standing; permission of instructor. Usually

offered every year; not offered 2013-2014.

**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; one year of college chemistry.* Usually offered every other year; offered Spring 2014.

**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; one year of college chemistry; junior or senior standing; permission of instructor.* Offered occasionally; not offered 2013-2014.

**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 frequently; offered Spring 2014.

**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; Jeffrey Matthews, *George Frederick Jewett Distinguished Professor* (on leave 2013-2014)

Associate Professor: Alva Butcher, *Director* (on leave Spring 2014); Lynnette Claire (on leave Spring 2014); Lisa Johnson; Brad Reich; Nila Wiese, *Director, Business Leadership Program*; Paula Wilson, *Nat S. and Marion W. Rogers Professor*

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 is committed to an environment that welcomes and supports diversity. We seek diversity of identity, thought, perspective, and background in our students, faculty, and staff.

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. First-year students may also apply to the selective Business Leadership Program (BLP).

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 a degree with elective studies in Business. See the sections for these departments in this *Bulletin* for additional information.

The Internship Program supplements 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. Business Electives (3 units) at 300-400 level (excluding BUS 300 and 344; CONN 387, 390, and 478). At least one of the Business Electives must be a Senior Research Seminar.

### Notes

1. Courses used to satisfy the Business Elective requirement may not also be used to satisfy university core requirements.
2. Senior Research Seminar: 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.
3. Courses used to satisfy the Senior Research Seminar requirement may not also be used to satisfy university core requirements.

See additional "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. International Business Electives, permission of advisor required (2 units).  
**Note:** Courses used to satisfy the 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.  
**Note:** Courses used to satisfy the Senior Research Seminar requirement may not also be used to satisfy the international business elective or 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 (General and International)

1. Only courses for which the student has received a C- or better can count for the major.
2. 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.

3. A minimum of five BUS courses towards the major must be completed in residence at Puget Sound, or a waiver approved.
4. 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 and 344; CONN 387, 390, and 478).

### Notes on the Minor

1. Only courses for which the student has received a C- or better can count for the minor.
2. A minimum of three 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 (BLP) is a four-year program for students selected on the basis of intellectual abilities, motivation, and demonstrated potential for leadership in business. 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. Students can pursue the regular BLP major or the BLP major with an international emphasis. 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 first or 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 leadership and managerial skills;
- b. Develop the ability to think logically and analytically;
- c. Develop skills in written and oral communication.

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 (must be completed before enrollment in BUS 315), and one additional unit numbered 150 or higher. 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; one business elective at the 300-400 level (excluding BUS 300 and 334; CONN 387, 390, and 478); and a Senior Research Seminar.
    - a. Courses used to satisfy the Business Elective requirement may not also be used to satisfy university core requirements.
    - b. 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, 482, 485.
    - c. Courses used to satisfy the Senior Research Seminar requirement may not also be used to satisfy the Business Elective or university core requirements.
  5. Internship (no credit)
  6. Students pursuing the BLP major with an international emphasis are required to:
    - a. complete the following courses: BUS 270, BUS 320, and BUS 335;
    - b. complete an International Business Elective (1), permission of advisor required;
    - c. have competency in a modern foreign language through the 202 level;
    - d. and, complete an international experience, which may include study abroad, a formal internship abroad, or academic research abroad.
- In addition, they are strongly encouraged to take ECON 271 (International Economics).

## Special Considerations for Business Leadership Program students

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

- a. Register for, regularly attend, and earn a passing grade for 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. Enroll in special sections of cohort courses for the BLP major with higher implicit expectations and 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.

**Seminars in Scholarly Inquiry.** See the *Seminars in Scholarly Inquiry* in the Core Curriculum section of this *Bulletin* for course descriptions (page 17).

### SSI1/SSI2 107 Leadership in American History

**Other courses offered by SBL faculty.** See Connections in the Core Curriculum section of this *Bulletin* for course descriptions (page 30).



**CONN 387, Never-Never Land**

Satisfies the Connections core requirement

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

Satisfies the Connections core requirement

**CONN 478, Animals, Law, and Society**

Satisfies the Connections core requirement

**101 Business Leadership Seminar** No credit The Business Leadership Seminar meets between 10-12 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. 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 a 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 Financial Accounting** Financial accounting is the language of business. The study of financial accounting will help students acquire a broad conceptual framework for understanding and preparing financial reports. The course will help students to become reasonably proficient at interpreting numbers in financial statements and assessing their usefulness for decisions. Students will examine and analyze financial statements for U.S. and global companies. *Prerequisite: Sophomore standing or permission of instructor.* Offered each semester.

**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, 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.

**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. Offered each semester.

**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.* Offered each semester.

**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. *Prerequisite: BUS 205, MATH 160 or MATH 260, ECON 170.* Offered each semester.

**316 CFA Investment Research Challenge** 0.25 activity unit Students in this course prepare a sell-side equity research report to present in the Chartered Financial Analyst Institute's Investment Research Challenge. Students learn current best practices in equity analysis, including financial statement analysis applications and equity valuation models. *Prerequisite: instructor permission.* Offered each year.

**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. Topic areas include strategic management, corporate culture, organizational change, leadership, and talent management. 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** Today's organizations demand global managers who understand how to effectively compete in a variety of market environments. This course introduces students to marketing concepts that are fundamental to marketing management decision-making. The course also examines the similarities, differences, and peculiarities of operating in global versus domestic markets. Finally, the course provides a strategy framework that guides international marketing strategy formulation at the stages of entry, local market development, and global market integration. Students who have received credit for BUS 310 may not receive credit for BUS 335. *Prerequisite: ECON 170; BUS 270; or permission of instructor.* Offered in the Fall.

**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 constraints 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.* Offered each semester.

**344 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 inter-related research activities and culminates in a major research paper. *Prerequisite: junior or senior standing.* May not be used to satisfy a requirement in the business major or minor.

**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 305/320.* Not offered 2013-2014.

**361 Business and the Base of the Pyramid** The base of the pyramid (BOP) refers to the four billion people living on less than \$2 per day. Currently, various approaches exist as to how best to align business activity with the needs and potential of this segment of the global population. Those at the BOP can be seen as a large untapped market of demanding consumers, as creative entrepreneurs, as business partners, and as innovators. This course examines the various BOP perspectives to need satisfaction, poverty alleviation, and economic growth through business activity. The focus is on emerging business models that address individual and social needs in an innovative, profitable, sustainable, and socially-responsible manner. This course integrates concepts of development economics, international business, leadership, and strategy. Cross-listed with IPE 361. *Prerequisite: Junior standing.* Not offered in 2013-2014.

**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 2013-2014.

**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." *Prerequisite: BUS 305/320 or permission of instructor.* Not offered 2013-2014.

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

**402 Gaining Insights into the Mind of the Market** Marketing research is the common currency in modern business practices as business and marketing decisions rely on research to make informed choices. This class helps students explore the critical role of marketing research in business, learn the language of marketing research, and learn how to implement and interpret key marketing research techniques (e.g., surveys, experiments, and focus groups), implementation of the research plan, analysis and interpretation of marketing research data, and reporting the results of marketing research. Students develop skills in research design, data collection, statistical data analysis, and communication of results through hands-on experience. *Prerequisite: BUS 310/335 and Math 160.*

**407 Consumption Science** This course is concerned with understanding the psychology of consumer behavior by focusing on the factors that affect the consumers' pre-purchase, purchase, and post-purchase processes. An in-depth analysis of the components of the consumer decision making process is presented in order to illustrate and integrate theoretical and empirical knowledge from a variety of perspectives. 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 310/335 and Math 160.*

**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 rapidly 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 310/335.* Offered occasionally; not offered 2013-2014.

**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.* Offered occasionally; not offered 2013-2014.

**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 risk, measurement, budgeting/target setting, forecasting, and strategic performance measurement. The course will also examine measures of sustainability. *Prerequisite: BUS 205.* *Recommended preparation: BUS 305/320, 310/335, 315.*

**416 Financial Reporting and Analysis** The course expands students' knowledge and understanding of financial reporting and analysis by examining key questions of economic significance within the context of real companies and their reported financial information. The course will include analysis of U.S. companies that follow U.S. GAAP and global companies that use International Financial Reporting Standards. The underlying objective of financial analysis is to measure and compare risk and return characteristics of alternative investments when making investment and credit decisions. The course culminates with a substantial research project of a publicly traded company and a presentation. *Prerequisite: BUS 205, 305/320, 310/335, 315, 340; and senior standing or permission of instructor.* Satisfies the senior research seminar requirement for business majors.

**431 Financial Markets** This course introduces students to major sectors of the financial markets, particularly the money market, the primary market, the capital markets for debt, and the secondary markets for equity. The qualitative aspects of these markets are stressed, including their legal and economic frameworks. *Prerequisite: BUS 315.*

**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 205, 305/320, 310/335, 315, 340, and one BUS elective (excluding 300 and 344, CONN 387, 390, and 478); senior standing or permission of instructor.* Satisfies the senior research seminar requirement for business majors.

**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.* Not offered 2013-2014.

**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 financial 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 2013-2014.

**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, 305/320, 310/335, 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. Not offered 2013-2014.

**471 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. *Prerequisite: BUS 270 or permission of instructor.* Not offered 2013-2014.

**472 International 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. *Prerequisite: BUS 270 or permission of instructor.* Not offered 2013-2014.

**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: BUS 340 and 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 2013-2014.

**478 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. 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, 305/320, 310/335, 315, 340, and senior standing or permission of instructor. 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:* BUS 205, 290/340, 305/320, 310/335, 315, and one business elective (excluding BUS 300 and 344; CONN 387, 490, and 478); senior standing; or permission of instructor. Satisfies the senior research seminar requirement for business majors.

**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, 340, 305/320, 310/335, 385, and senior standing or permission of instructor. Satisfies the senior research seminar requirement for business majors. Not offered 2013-2014.

**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.

**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 (on leave Spring 2014); John Hanson, *Chair*; Steven Neshyba; Eric Scharrer (on leave Spring 2014)

Associate Professor: Daniel Burgard

Assistant Professor: Luc Boisvert, Jeffrey Grinstead; Amanda Mifflin; Amy Odegard

Visiting Assistant Professor: Stacia Rink, Jeffrey Root, Laura Strausberg

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 115, 230; or CHEM 110, 120, 231;
4. CHEM 250, 251, 340, 341, 420
5. One-half unit Chemistry elective at the 300 or 400 level;
6. Participation in CHEM 493, Seminar.

### Requirements for Bachelor of Science Degree in Chemistry

1. PHYS 121, 122;
2. MATH 180, 181, 280;
3. CHEM 115, 230; or CHEM 110, 120, 231;
4. CHEM 250, 251, 330, 340, 341, 420, 490 (1 unit)
5. One-half unit Chemistry elective at the 300 or 400 level;
6. Participation in CHEM 493, Seminar.

### Requirements for Bachelor of Science Degree in Biochemistry

1. PHYS 121, 122
2. MATH 180, 181, 280
3. CHEM 115, 230; or CHEM 110, 120, 231;
4. CHEM 250, 251, 340, 460, 461;
5. BIO 111, 212, 311
6. One of CHEM 330, 341 or 420
7. 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 115, 230; or CHEM 110, 120, 231;
2. CHEM 250;
3. Two units of Chemistry electives numbered 251 or above.

### Notes

1. The student must earn 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.

**110/120 General Chemistry I, II** 1 unit each A two-semester, introductory course designed to give a solid introduction to chemical principles. The first semester covers topics of atomic structure, stoichiometry, thermochemistry, atomic theory, bonding, intermolecular forces, phase changes, introduction to reactions, gases, and thermodynamics. Second semester topics include equilibria, kinetics, acids and bases, buffers, oxidation-reductions, electrochemistry, and aspects of inorganic chemistry, organic chemistry, and biochemistry. Both CHEM 110 and CHEM 120 satisfy the Natural Scientific Approaches core requirement. CHEM 110 is offered Fall term only. CHEM 120 is offered Spring term only.

**115/230 Integrated Chemical Principles and Analytical Chemistry** 1 unit each An accelerated track designed for well-prepared students, particularly those planning to major in the molecular sciences (chemistry, biochemistry, molecular and cellular biology). The first semester topics include nuclear chemistry, atomic structure, stoichiometry, bonding, intermolecular forces and phase changes, reactions, gases, inorganic chemistry, thermochemistry, thermodynamics, and kinetics. The second semester topics emphasize quantitative chemical analysis, advanced equilibria, acids and bases, buffers, electrochemistry, and separation techniques. *Prerequisite: Successful completion of a rigorous high school chemistry program (in the junior or senior year).* Both CHEM 115 and CHEM 230 satisfy the Natural Scientific Approaches core requirement. CHEM 115 is offered fall term only. CHEM 230 is offered spring term only.

**231 Analytical Methods** 0.5 unit This course is designed for students who have previously taken a one-year course in introductory chemistry (CHEM 110/120 or equivalent) but who have not had a detailed introduction to quantitative chemical analysis. Topics include the statistical treatment of data, the use of standards, advanced equilibria, and separation techniques. This course is exempt from tuition overload. Credit for CHEM 231 will not be granted to students who have completed CHEM 230. *Prerequisite: CHEM 120 or equivalent.* 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 120 or 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 2012-2013.

**330 Instrumental Analysis** Introduction to basic theory and applications of modern instrumental 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:* CHEM 230 or 231, and PHYS 122. CHEM 251 is strongly recommended. Offered fall term only.

**333 Environmental Analytical Chemistry** The course emphasizes the analytical process in making environmental chemistry measurements. An overview of methods used for the chemical analysis of air, soil, and water will be covered. Special attention will be given to sampling, quality assurance, spectroscopic measurements and chromatographic separations with mass spectral determination. This course will build on the analysis techniques presented in the prerequisite courses and apply them to the specific challenges when dealing with complex environmental systems. This course will have a laboratory component to give hands on experience to illustrate some of these analytical challenges. The lab meets during the regularly scheduled course periods. This class will have field trips to local and state laboratories and environmental facilities. Three to four field trips will be scheduled from the following list (and perhaps others): City of Tacoma wastewater treatment plant, City of Tacoma Environmental Labs at the Center for Urban Waters, the hazardous materials facility and old dump at the City of Tacoma's transfer station, the Washington Department of Ecology's Manchester lab in Port Orchard, and the Puget Sound Clean Air Agency. *Prerequisites:* CHEM 230, 231 and 250.

**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:* CHEM 230 or 231, 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 230 or 231, MATH 280. 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 230 or 231, MATH 181. CHEM 340 is strongly recommended. Offered occasionally; not offered 2012-2013.

**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; not offered 2012-2013.

**356 Organic Synthesis** This course explores methods and strategies that are used in the analysis and synthesis of moderately complex organic molecules. The first part of the course focuses on the use of advanced spectroscopic techniques (with a particular emphasis on 2D NMR techniques) in structure determination. The second part of the course focuses on the use of modern synthetic methods in organic synthesis, with emphasis on the formation of carbon-carbon bonds and the control of stereochemistry. These methods are applied to the synthesis of natural products through application of retrosynthetic analysis. *Prerequisite: CHEM 251.* Offered Spring 2014 only.

**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 2012-2013.

**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.

**377 Biomolecular Interactions** The course emphasizes intermolecular interactions of biological macromolecules such as proteins with other molecules. The first part of the course addresses fundamental chemical concepts underlying these types of noncovalent interactions, description of various protein complexes, and a hands-on application of molecular docking protocols to calculate structures of complexes using data from the biochemical literature. The second part of the course focuses on student independent projects utilizing protein structures and data from the literature. Molecular docking is used as a tool to test predictions about the wider biological implications of altering biomolecular interactions. *Prerequisite: CHEM 251 and 460 preferred, or permission of instructor.*

**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 Advanced 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 230 or 231, 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; offered Spring 2013.

**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 x-ray crystallography, NMR and mass spectrometry. *Prerequisites:* CHEM 230 or 231, CHEM 251, and permission of instructor. 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 2012-2013.

**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 63).

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## CLASSICS

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Professor: William Barry, *Chair*; Eric Orlin (on leave 2013-2014)

Associate Professor: Aislinn Melchior

Assistant Professor: Brett Rogers

Visiting Assistant Professor: Lindsay Morse

## 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 semes-

ter 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 17).

**SSI1/SSI2 103 Alexander the Great**

**SSI1/SSI2 106 Cleopatra: History and Myth**

**SSI1 131 Agons of Athens**

**SSI2 131 Democratic Labors in Athens and America**

**Other courses offered by Classics Department faculty.** See Connections in the Core Curriculum section of this Bulletin for Connections course descriptions (page 30).

**CONN 315, Democracy, Ancient and Modern**

Satisfies the Connections core requirement.

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

**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**

**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.

**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.

**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 including 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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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.

**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*; Derek Buescher, *Chair*; Dexter Gordon; James Jasinski; A. Susan Owen

Associate Professor: Renée Houston

Assistant Professor: Nicholas Brody, Bianca Wolf (on leave Fall 2013)

### 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 interpretive 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 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: Relational Studies (interpersonal, persuasion, health, technology), Rhetorical Studies (political communication, argumentation, rhetorical theory and criticism, rhetoric and the law), Media Studies (television studies, film criticism, visual communication), and Organizational 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 participation in policy and parliamentary debate across the Cross Examination Debate Association (CEDA), National Debate Tournament (NDT), National Parliamentary Tournament of Excellence (NPTE) and the National Parliamentary Debate Association (NPDA). 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. One unit selected from COMM class numbered 150-199;
2. COMM 230 and 240;
3. One unit selected from COMM 343, 344, or 373
4. One unit selected from COMM 330 or 331;
5. Five elective units selected and approved through advising from COMM 252, 291, 299, 308, 321, 322, 343, 344, 346, 347A, 347B, 348, 350, 354, 360, 368, 370, 373, 384, 399, 422, 442, 444, 450, 460, 461, 498; once requirements for #2 and #3 above have been met, additional courses from 330, 331, 343, 344, or 373 may be counted as an elective;
6. At least one of the five elective units must be a senior capstone seminar selected from COMM 422, 442, 444, 450, 460, and 461;
7. 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;
8. Students may apply up to two approved courses of study abroad credit toward their Communication Studies major.
9. Majors and minors may satisfy no more than one university core requirement from Communication Studies offerings.

## Requirements for the Minor in Communication Studies

Completion of 5 or 6 units, to include: one unit selected from COMM courses numbered 150-189; COMM 230 and 240; one unit selected from COMM 343, 344 or 373; one 300 or 400 level COMM elective. If the 100 level COMM class is completed after reaching junior standing, an additional 300 or 400 level COMM elective is required.

### 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 17)*. *Seminars in Scholarly Inquiry do not count for the major or minor.*

**SSI1/SSI2 109 Rhetoric, Film, and National Identity**

**SSI1/SSI2 116 Communicating Forgiveness and Revenge**

**SSI1/SSI2 118 Doing Gender**

**SSI1/SSI2 144 Constitutional Controversies**

**Other courses offered by Communication Studies Department faculty.** See Connections in the Core Curriculum section of this Bulletin for Connections course descriptions (page 30).

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

Satisfies the Connections core requirement.

**CONN 340, Gender and Communication**

Satisfies the Connections core requirement.

**156 Introduction to Interpersonal Communication** This course is designed as an introductory course on face-to-face communication in our social and personal relationships – our acquaintances, friendships, romantic partnerships, and relations with other loved ones. The basic premise of the course is to position one to maximize communicative effectiveness in these relationships with knowledge about how communication functions combined with analysis about one's own and others' communication practices and experiences. As a social scientific approaches course, this class will emphasize an understanding and application of various theories of interpersonal communication. In addition to these content objectives, this course also includes course objectives that address oral performance/skill. Satisfies the Social Scientific Approaches core requirement. *Prerequisite: first-year or sophomore only, or by instructor permission.* Offered every other year; offered Spring 2014.

**160 Introduction to Organizational Communication** This course provides students with an introduction to the field of organizational communication as it exists within the discipline of Communication Studies. Through a survey of traditional and contemporary theories used to study the relationship between communication and organization, students are asked to analyze, compare, and apply theory to gain an appreciation for how communication scholars ask questions and study modern organizations in contemporary society. Specific theories covered include bureaucracy, rationality, power, systems, inter-organizational relationships, culture, conflict, race, gender, technology, and globalization. Throughout the course, theory will be applied to examples from a range of organizations including for-profit, government, educational institutions, civil sector, and virtual organizations. Satisfies the Social Scientific Approaches core requirement. Offered every other year. *Prerequisite: first-year or sophomore only, or by instructor permission.* Offered Fall 2013.

**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 Humanistic Approaches core requirement. *Prerequisite: first-year or sophomore only, or by instructor permission.* Offered Fall 2013.

**180 Introduction to Critical Issues in Public Culture: Democracy and Identity in US Public Discourse**

This course uses critical and cultural studies approaches to introduce students to the discipline of Communication Studies. Students gain foundational understanding in methods and critical approaches to public culture, including media. The course begins with a survey of key concepts, public culture, democracy, identity, and communication, and then moves to a topical study of discourse as part of public culture in the struggle to maintain or advance concepts of democracy within the context of compet-

ing identities related to issues of race, class, gender, and political affiliation. Satisfies the Humanistic Approaches core requirement. *Prerequisite: first-year or sophomore only, or by instructor permission.* Offered every other year.

**181 Introduction to Online Communication** This course provides an introduction to the field of computer-mediated communication (CMC) as it exists within the discipline of Communication. The course covers a broad range of CMC theories and applies them to modern use of existing technologies (e.g., email, mobile telephony) and newer media (social media and Web 2.0 systems such as Facebook, Twitter, and online dating) in an effort to uncover how these technological systems affect today's communication climate. Specific areas may include the following: online impression formation, online self-presentation, personal relationships, political campaigns, habitual media use, e-commerce, brand management, and online advertising. Students will be introduced to social science research, scholarly argument, and empirical observation. *Prerequisite: first-year or sophomore only, or instructor permission.* Satisfies the Social Scientific Approaches core requirement. Offered every third year; not offered 2013-2014.

**230 Communication Theory** This course is designed to introduce students to the role that theory plays in different types of communication research. The course looks at the different motives scholars have for studying communication and the different types of theory they develop to pursue these motives. In addition, the main areas of communication scholarship are reviewed with respect to the theories that can inform research in those domains. The class is divided into six general, topical foci: Individual/sender processes, receiver-based processes (message processing), relational processes (dyads and social networks), media, gender/culture/society, and organizations/groups. Students are expected to engage in practices of close reading, critique, and evaluation of these theories within the communication tradition. *Prerequisite: One unit selected from COMM 150-199; may be taken concurrently.* Offered every semester.

**240 Introduction to Communication Criticism** Academic communication criticism (or critical inquiry) typically differs from popular forms of criticism in the amount of attention it devotes to descriptive analysis. Rigorous descriptive analysis is the foundation of critical inquiry in communication studies. This course introduces students to some of the basic analytic concepts that communication critics employ to analyze film, prose discourse (essays, speeches), and visual images. Course concepts include media grammars and styles, figurative language and visual tropes, narrative forms, and genre. Throughout the course students will learn how to prepare close readings of multiple texts. *Prerequisite: One unit selected from COMM 150-199; may be taken concurrently.* Offered every semester.

**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; not offered 2013-2014.

**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 constructing 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 Spring 2014.

**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: one course selected from COMM 150-199; completion or concurrent enrollment in COMM 240 and 330 or 331.*

**308 Organizational Communication** 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 2013.

**321 Film Criticism** This is a critical writing course in media literacy which focuses on how popular film narratives (independent and mainstream) function in American culture. Students 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. *Prerequisite: COMM 240 or 291, junior or senior standing required.* Offered frequently.

**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: junior or senior standing required; COMM 240 or 373 strongly recommended.* Offered frequently; offered Fall 2013.



**330 Quantitative Research Methods** The main goal of the course is to introduce students to the social scientific tradition of communication research. Over the course of the semester, students will be responsible for developing an interesting and novel research question and/or hypothesis based on scientific literature and communication theory. Students will learn how to critically evaluate empirical research and employ the scientific method to investigate issues and questions that arise within the study of human communication. Students will become familiar with survey research, experimentation, and techniques for data analysis. *Prerequisite: Completion of or concurrent enrollment in COMM 230; junior or senior standing, or permission of instructor.* Offered Fall 2013.

**331 Qualitative Research Methods** This course introduces students to the ideology, designs, implementation, and analytic techniques of qualitative research that enable them to describe and explain social phenomena related to social and personal relationships and health. Students will learn experientially throughout the semester and, upon successful completion of this course, will be able to draw on the appropriate qualitative methodological tools to best answer original research questions. *Prerequisite: completion of or concurrent enrollment in COMM 230, junior or senior standing, or permission of instructor.* Offered Spring 2014.

**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 240 recommended.* Offered every third year; not offered 2013-2014.

**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 240 recommended.* Offered Fall 2013.

**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 240.* Offered every third year; offered Spring 2014.

**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' appre-

ciation 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 240)*. Offered every three years; not offered 2013-2014.

**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 240)*. Offered every third year; not offered 2013-2014.

**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 240*. Offered every other year; not offered 2013-2014.

**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*. Usually offered every other year; offered Spring 2014.

**368 Environment and Organizational Practice** Since organizations cannot exist without communication and interaction, organizational life is filled with communication activities that intersect with personal boundaries. 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 is designed to give students an intensive inquiry into systems theory as a way of understanding organizations as a function of communication and environment. Initially students review a variety of ap-

proaches which inform their understanding of organizational communication as it is practiced in the everyday life of organizations; however, the lion's share of the semester is spent studying intersections of communicating about and across systems and considering the impact of that communication on stakeholders. The course closes by considering the very basis for which the use of systems theory began—to understand the relationship of organizations to the environment. Of course how people conceptualize what counts as environment changes over the years so in particular 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. Usually offered every other year; not offered 2013-2014.

**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 other year; not offered 2013-2014.

**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 240; COMM 321, 322, 343 or 344 recommended.* Offered frequently; offered Spring 2014.

**381 Communication and the Internet** This course is part of the human communication and technology curriculum. This course explores issues and questions about computer-mediated communication in multiple contexts, in order to understand the psychological, interpersonal, professional, social, and cultural implications of computer-mediated communication. The objective of Communication and the Internet is to develop a critical view of online communication by applying the processes and principles of social scientific theories and research to issues and patterns of Internet communication. Lectures, discussions, and assignments are designed to give students insight into the way technology currently impacts their daily lives, and how it may affect them in the future. Usually offered every other year; not offered 2013-2014.

**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. Offered Fall 2012: Advanced Interpersonal Communication.

**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 230 and 240.* 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; offered Fall 2013.

**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 240 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; not offered 2013-2014.

**450 Health and Relationships** This course is the capstone of the relational and behavioral studies and health communication curricula. Students will review current research that intersects interpersonal, family and health communication, considering its methodological, critical, and practical implications. Students taking this course should be knowledgeable about relational and health theories and research reviewed in other related courses. *Prerequisite: junior or senior standing or permission of instructor.* Offered occasionally; not offered 2013-2014.

**460 Technology, Organization, and Globalization** This course is one possible 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; offered Spring 2014.

**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; not offered 2013-2014.

**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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## 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 208).

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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 63).

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ECONOMICS

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Professor: Douglas Goodman, *Chair*; D. Wade Hands; Bruce Mann; Kate Stirling; Matthew Warning

Associate Professor: Garrett Milam (on leave Fall 2013)

Assistant Professor: Andrew Monaco

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. 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 society.

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, and (2) understand the fundamental role that economic forces play in society.

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 the implications of alternative policy choices by 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; and (6) acquire 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, and (3) their familiarity with economic events.

In addition, Economics majors planning to undertake graduate study should develop expertise in mathematics, mathematical economics, and econometrics.

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

1. Completion of a minimum of nine units in the Department of Economics, to include
  - a. 170, 284, 301, 302, and 411;
  - b. 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;
2. MATH 160 or 260 (or an equivalent statistical methods course with approval of the Economics Department).
3. MATH 170, 180, 181, or 280.

### Bachelor of Science Degree

1. Completion of a minimum of nine units in the Department of Economics, to include
  - a. 170, 284, 301, 302, 391, and 411;
  - b. 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;
2. MATH 160 or 260 (or an equivalent statistical methods course with approval of the Economics Department);
3. Calculus through multivariate, MATH 280.

## Requirements for the Minor

Completion of five units from the Economics Department to include

1. ECON 170;
2. Four 200-level or above electives, to include at least one course at 300-level or above.

### Notes for Majors and Minors

1. 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.
2. With prior approval from the Economics Department, one unit of ECON 495/496 may be counted toward the electives.
3. Only courses for which the student has received a C or better can count for the major or minor.

4. The Economics Department reserves the option of not applying courses more than 6 years old to a major or minor.
5. Students who study abroad may apply two approved courses toward their Economics major.
6. Performance on a standardized field exam in economics constitutes one component of the senior research seminar.
7. 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.
8. 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.

**Other courses offered by Economics Department faculty.** See *Connections in the Core Curriculum* section of this Bulletin for Connections course description (page 30).

### **CONN 345 Economics of Happiness**

Satisfies the Connections core requirement.

### **CONN 481, Gamblers, Liars, and Cheats**

Satisfies the Connections core requirement.

**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 2013.

**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 Fall and Spring 2013-2014.

**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 Spring 2014.

**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. Offered Spring 2014.

**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 2014.

**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. Offered Spring 2014.

**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 Spring 2014.

**271 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. Offered Fall 2013.

**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 and Spring 2013-2014.

**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. Not offered 2013-2014.

**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 Fall and Spring 2013-2014.

**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 Fall and Spring 2013-2014.

**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.* Offered Spring 2014.

**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.* Not offered 2013-2014.

**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.* Not offered 2013-2014.

**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.* Not offered 2013-2014.

**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.* Offered Spring 2014.

**365 Economics and Philosophy** The course examines the relationship between economic theory and contemporary philosophy. The first part of the course is concerned with the connection between economics and epistemology (theory of knowledge) and the second part with the relationship between economics and ethics (moral philosophy). Prerequisites: One course in Economics and one course in Philosophy, or permission of instructor. Offered Spring 2014.

**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, invest-

ment decisions, competitive behavior, trade, and environmental negotiations. *Prerequisite: ECON 170.* Offered Fall 2013.

**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.* Offered Spring 2014.

**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.* Not offered 2013-2014.

**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 competitive 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; not offered 2013-2014.

**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. Offered Fall term only.

## **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; Amy Ryken; John Woodward, *Dean*

Associate Professor: Frederick Hamel

Instructor: Betsy Gast; Jennice King

Clinical Instructor: Molly Pugh

### 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	

# Education

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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](mailto:edadvising@pugetsound.edu), [www.pugetsound.edu/edadvising](http://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.

**Other undergraduate courses offered by School of Education faculty.** See *Connections in the Core Curriculum* section of this Bulletin for Connections course descriptions (page 30).

### **CONN 415, Education and the Changing Workforce**

Satisfies the Connections core requirement.

**290 Making Men: Schools and Masculinities** 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; not offered 2012-2013.

**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 2013.

**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 every other year; not offered 2012-2013.

**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 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; not offered 2012-2013.

**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*

Advisory Committee: Carl Toews, *Mathematics and Computer Science*; Greg Elliott, *Physics*; Jo Crane, *Chemistry*; Joel Elliott, *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, 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 re-

quirements 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 General Chemistry I, or 115 Integrated Chemical Principles and Analytical Chemistry I

120 General Chemistry II, or 230 Integrated Chemical Principles and Analytical Chemistry II

## **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

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.

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## ENGLISH

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Professor: Denise Despres, Hans Ostrom; Priti Joshi, Ronald Thomas, *President*

Associate Professor: Julie Nelson Christoph; George Erving; Alison Tracy Hale, *Co-chair*; William Kupinse, *Co-chair*; Tiffany Aldrich MacBain; Mita Mahato

Assistant Professor: Michael Benveniste; John Wesley

Visiting Assistant Professor: Darcy Irvin; Allen Jones; Suzanne Warren

Instructor: Beverly Conner; 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; please check the department website to see which courses in a given semester fulfill this requirement)

## 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.

## Notes

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.



**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 17).

- SSI1 104 Why Travel: Tales from Far and Wide**
- SSI2 104 Travel and The Other**
- SSI1/SSI2 105 Imagining the American West**
- SSI1/SSI2 126 Gender, Literacy, and International Development**
- SSI1/SSI2 132 Wild Things**
- SSI1 133 Not Just Fun and Games: Sport and Society in the Americas**
- SSI1/SSI2 134 The Liminal World: The Intersection of Dreams and Desire**
- SSI1 136 Urban and Suburban America: Problems and Possibilities**
- SSI2 136 Suburbia: Dream or Nightmare**
- SSI1 171 Medical Discourse and the Body**
- SSI1/SSI2 138 Theatre and Comedy: Drama, History, and Theory from Aristophanes to the Absurd**
- SSI1/SSI2 141 Architectures of Power**
- SSI1 175 Utopia and the Imagination**
- SSI1 176 American Autobiography from Franklin to Facebook**

**Other courses offered by English Department faculty.** See *Connections in the Core Curriculum* section of this Bulletin for Connections course description (page 30)

- AFAM 375, The Harlem Renaissance**  
Satisfies the Connections core requirement.  
Elective in the African American Studies Minor.
- CONN 304, Invention of Britishness**  
Satisfies the Connections core requirement.
- CONN 372, The Gilded Age: Literary Realism and Historical Reality**  
Satisfies the Connections core requirement.
- CONN 379, Postcolonial Literature and Theory**  
Satisfies the Connections 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**
- HUM 130, Metamorphosis and Marvels**
- HUM 131, Dionysus and the Art of Theatre**
- HUM 132, The Scientific and Romantic Revolutions**
- HUM 201, Arts, Ideas, and Society**
- HUM 290, Introduction to Cinema Studies**  
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.

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 Fall 2013.

**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.

**211 Introduction to Creative Writing** This course investigates the affinities among various forms of creative writing as it introduces students to the study of two or three genres of literature and facilitates their own creative work. Primary emphasis is on short fiction and/or poetry, but other genres studied may include drama, screenwriting, memoir, creative nonfiction, graphic novels, children's book writing, or songwriting. Whatever genres a particular course section selects, the emphasis is on teaching fundamental literary concepts with broad applicability and identifying "pivot points" that offer opportunities for comparative analysis. Assignments in this course emphasize writing as a process and include selected reading of canonical and contemporary poems, short stories, plays, and/or other literature; regular writing exercises, both at-home and in-class; mid-semester and final self-assessment essays and portfolios; in-class discussions; and peer reviews, both written and oral. A required reading of student work is held at the end of the term. Offered each semester. Satisfies the Fine Arts Approaches core requirement.

**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 Spring 2014.

**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 2013 and Spring 2014.

**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 Spring 2014.

**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. Not offered 2013-2014.

**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 2014.

**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 2013.

**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 2013.

**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. Not offered 2013-2014.

**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; not offered 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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. Not offered 2013-2014.

**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 2013-2014.

**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 2013 and Spring 2014.

**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 first-year seminar and one other writing class.* Not offered 2013-2014.

**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 2014.

**306 Playwriting** This course examines 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 performanc-

es of their original short plays. Crosslisted as THTR 306. *Prerequisite: One of the following: THTR 371, 373, 375; ENGL 341, 351; and permission of instructor.* Offered Spring 2014.

**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 a first-year seminar.* Offered every other year; offered Spring 2014.

**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** Not offered 2013-2014.

**341 Literary Genre: Drama** Not offered 2013-2014.

**342 Literary Genre: Novel** Offered Fall 2013 and Spring 2014.

**343 Literary Genre: Prose (Nonfiction)** Not offered 2013-2014.

**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 2013-2014.

**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; offered Fall 2013.

**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 2014.

**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 2013-2014.

**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; not offered 2013-2014.

**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. Topics for Fall 2013: Medieval Women Writers. Topic for Spring 2014: Milton.

**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 2014.

**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 representative 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:* A first-year seminar. Offered occasionally; not offered 2013-2014.

**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 Fall 2013 and Spring 2014.

**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 Fall 2013 and Spring 2014.

**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 first-year seminar and junior or senior standing or permission of instructor.* Offered every third year; not offered 2013-2014.

**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 first-year 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 2013-2014.

**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 first-year seminar and one other course in English.* Not offered 2013-2014.

**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 first-year seminar or junior or senior standing or permission of instructor.* Offered every other year; not offered 2012-2013.

**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 non-

fiction, 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 first-year seminar or junior or senior standing or permission of instructor.* Offered every other year; not offered 2013-2014.

**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 first-year seminar or junior or senior standing or permission of instructor.* Offered every other year; offered Fall 2013.

**440 Studies in Medieval Literature** This upper-division course is usually taken by juniors and seniors with some experience in literary and historical analysis. The course explores a breadth of medieval literary genres and writers in a historical context. Thus, this course situates the production of literature in a manuscript culture, asking students to explore the politics of literacy, writing, and audience. This course necessarily negotiates the idea of shifting epistemologies and cultural values. Cultural constructs explored include the idea of courtly love, individualism, gender, authorship, mystical experience, and the conflicting world views of paganism and Christianity. Students are asked to engage these issues in seminar discussion, direct discussion, write abstracts, produce a contextual study on the writer of their choice (a proposal, a selective bibliography, a 7-10 page historical essay, and a 15-20 page interpretive study of the writer and work in context). *Prerequisite: ENGL 221.* Usually offered every other year; not offered 2013-2014.

**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; not offered 2013-2014.

**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 2013-2014.



**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; offered Spring 2014.

**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 2013-2014.

**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 2013.

**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; offered Fall 2013.

**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; not offered 2013-2014.

**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; not offered 2013-2014.

**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; offered Spring 2014.

**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 2013-2014.

**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 2013-2014.

**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. Topic for Spring 2014: Popular Literature of the 19th Century.

**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 first-year seminar or junior or senior standing or permission of instructor*. Offered occasionally; offered Spring 2014: Hitchcock.

**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*. Not offered 2013–2014.

**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 function in the works of writers who take divergent ideological positions in seventeenth-century England (Herbert and Vaughan on the one hand; Milton and Bunyan on the other), and then, again, in the crises of society and belief in Victorian England (Arnold, Hopkins, George Eliot). In addition, each student 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 2013–2014.

**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 2013–2014.

**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; not offered 2013–2014.

**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 2013-2014.

**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; not offered 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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; not offered 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 first-year 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 2013-2014.

**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; offered Fall 2013.

#### **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 2013.

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## ENVIRONMENTAL POLICY AND DECISION MAKING

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Executive Committee: Daniel Sherman, Environmental Policy and Decision Making and Politics and Government (Administrative Director); Rachel DeMotts, Environmental Policy and Decision Making and Politics and Government; Kena Fox-Dobbs, Environmental Policy and Decision Making and Geology; Emelie Peine, International Political Economy; Peter Hodum, Environmental Policy and Decision Making/ Biology

Associate Professor: Daniel Sherman, Environmental Policy and Decision Making/Politics and Government; Rachel DeMotts, Mellon Associate Professor of Environmental Policy and Decision Making/Politics and Government

Assistant Professor: Kena Fox-Dobbs, Environmental Policy and Decision Making/Geology; Peter Hodum, Environmental Policy and Decision Making/Biology

Affiliated Faculty: Dan Burgard (Chemistry); Monica DeHart (Sociology and Anthropology); Joel Elliott (Biology); Andrew Gardner (Sociology and Anthropology); Barry Goldstein (Geology); Kristin Johnson (Science, Technology & Society); Lisa Johnson (Business & Leadership); Betsy Kirkpatrick (Biology); Nick Kontogeorgopoulos (International Political Economy); William Kupinse (English); 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

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 the Environment
- 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 on campus at Puget Sound, including ENVR 101, the policy elective, and ENVR 400.

## Policy Electives

One unit selected from the following policy courses.

- 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/PG 382 Global Environmental Politics
- IPE 331, International Political Economy of Food and Hunger
- 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).

- BIO 370, Conservation Biology
- CONN 320, Ecotourism as a Tool for Conservation and Sustainable Development in Sikkim  
India (PacRim course)
- ENGL 380, Literature and the Environment
- ENVR/GEOL 315, Energy Resources
- ENVR/GEOL 324, Tools and Topics in Environmental Science
- ENVR 325, Geological and Environmental Catastrophes
- ENVR 335, Thinking about Biodiversity
- ENVR 340, Climate Change
- ENVR 350, Puget Sound Environmental Issues I: Politics and Public Participation
- ENVR 351, Puget Sound Environmental Issues II: Laws and Land Use Designations
- ENVR 352, Sustainability in Everyday Life
- ENVR 495/496, Independent Study
- ENVR 498, Internship Tutorial
- GEOL 310 Water Resources
- HIST 364, American Environmental History
- HIST 369, History of the West and the Pacific Northwest
- INTN 497, Internship Seminar

# Environmental Policy and Decision Making

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PHIL 285, Environmental Ethics  
SOAN 230, Indigenous Peoples: Alternative Political Economies  
SOAN 316, Social and Cultural Change  
SOAN 407/IPE 407, Political Ecology  
SOAN 481, Special Topics: Environmental Anthropology  
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 30).

### **325 Geological and Environmental Catastrophes**

#### **335 Thinking about Biodiversity**

**101 Introduction to the Environment** 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, economic, 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. Offered Fall term only.

**105 Environmental Science** In this course, students examine the Earth as a system of integrated biogeochemical cycles (such as water, carbon, nitrogen, and sulfur). Students come to understand these cycles by integrating relevant aspects of biology, geology, chemistry, and physics. Students learn how human activities can affect these natural biogeochemical cycles and inquire into potential system reaction to such impacts. This course also introduces students to the ways in which science is integrated into the interdisciplinary process of environmental studies. Does not fulfill a requirement for the minor. Satisfies the Natural Scientific Approaches core requirement.

**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. Offered once every three years.

**315 Energy Resources** This course surveys the wide range of modern energy sources, and considers the prospects for their future supply and availability. Each energy source is explored from a wide range of perspectives, including: its origin, geographic distribution, energy density, energy "type" (gravity,



chemical, radioactive, solar), processing, refining, or transformation from one form of mass or energy to another, transport (both pre- and post- processing/transformation), environmental costs (upstream and downstream- lifecycle considerations), and economic costs (cost/unit of energy produced). As ongoing events dictate, energy topics in the news are also considered, including economic, political, and environmental issues of the day. Cross-listed with GEOL 315. *Prerequisites: one course in the Natural Scientific Approaches core, one course in the Mathematical Approaches core, and ENVR 101 or permission of instructor.* Offered occasionally.

**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. *Prerequisite: ENVR 101 or permission of instructor.* Offered once every three years.

**324 Tools and Topics in Environmental Science** This course provides an introduction to biogeochemical methods used in the study of environmental science. The course focuses on isotopic and elemental analyses of geological and biological materials with applications to a range of questions. Examples of topics include; energy flow, nutrient cycling, animal migration, and paleoclimatic conditions. The course readings draw heavily upon case studies from the primary scientific literature. Cross-listed as GEOL 324. *Prerequisites: any one of BIOL 111, 112, CHEM 110, 115, 120, 230, ENVR 105, GEOL 101, 104, or 105 and any 200 level or above course in Biology, Chemistry, or Geology.* Offered each year.

**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 year.

**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.

**342 Field School in Conservation and Development** This course combines a field-based learning opportunity in conservation and development with training in how to conduct research on environmental issues in diverse cultural contexts. This means students will gain exposure to both scientific and social scientific fieldwork on environmental issues at the intersection of conservation and development. The course will include classroom meetings and preparatory research prior to spending 2-3 weeks at a field site of the instructor's choosing. *Prerequisites: ENVR 110 or 101, ENVR 326, instructor permission.*

**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.

**352 Sustainability in Everyday Life** 0.25 unit This course is designed to familiarize students with the variety of ways individuals and communities can make choices and take actions that lead to environmental and social improvements in our surroundings. The course includes five 2-hour discussion sessions on sustainability topics, one weekend field trip and one major written project. These sessions include shared readings, facilitated discussion, mini-lectures by guest speakers, and even hands-on applications. Puget Sound students in this class will be joined by a select number of local community members who will 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.* Offered every year.

**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. Offered fall term only.*

## **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, (on leave Spring 2014)

Associate Professor: Gary McCall, *Chair*

Assistant Professor: Jung Kim

## About the Department

The mission of the Exercise Science Department is to provide a scientific background which promotes critical thinking as it relates to health, wellness and the attainment of human potential. The scientific process and clear articulation of ideas are introduced through a curriculum that investigates the impact of physical activity on the quantity and quality of life.

## Departmental Goals

The primary goals of the Exercise Science Department are to:

1. Provide a firm foundation of knowledge within the exercise science field that will enable students to apply the scientific method of inquiry.
2. Develop students' abilities to communicate effectively through discussion, written work, and oral presentation.
3. Develop students' abilities to assess, analyze, and evaluate from observation and sound data collection.
4. Expose students to the ethical standards and differing values of their future professional lives.
5. Provide the opportunity for students to develop independence and leadership in the field of Exercise Science.
6. Prepare students for further study within and outside the field of Exercise Science.

The sequencing of courses within the department is a well thought out progression of both knowledge and skills. First year students often fulfill Chemistry 110/120 or 115/230, Math 160, and Biology 111. These courses provide a foundation of quantitative and scientific background necessary for upper division courses within the Exercise Science major. Second year courses include Introductory Research Methods (EXSC 200), and the year-long Human Anatomy and Human Physiology sequence (EXSC 221/222). Usually, Physics 111 is fulfilled in the second year also. In the third year, students choose three units from four options: Biomechanics, Exercise Physiology, Nutrition, or Neuroscience in Exercise. In the fourth year, students will complete two units from four advanced course options: Advanced Biomechanics, Advanced Exercise Physiology, Advanced Nutrition or Advanced Neuroscience in Exercise with each of the advanced classes requiring a thesis activity. Additionally, students will choose two Exercise Science electives from 300-400 level course offerings.

### 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

Completion of the following 5 areas:

1. EXSC 200 Introductory Research Methods; EXSC 221 Human Physiology; and EXSC 222 Human Anatomy.
2. Biology 111; Chemistry 110/120 or 115/230; Math 160; and Physics 111. Note: Most Physical Therapy programs require a second semester of physics (Physics 112).
3. Three units from EXSC 301 Nutrition and Energy Balance; EXSC 328 Neuroscience in Exercise; EXSC 329 Exercise Physiology; and EXSC 336 Biomechanics.
4. Two units from EXSC 401 Advanced Nutrition and Energy Balance; EXSC 428 Advanced Neuroscience in Exercise; EXSC 429 Advanced Exercise Physiology; and EXSC 436 Advanced Biomechanics
5. Two units at the 300 level or higher in Exercise Science that are not counted toward the major in another capacity.

### Requirements for the Minor

A Minor in Exercise Science requires completion of six courses to include EXSC 200, 221 and 222; two of the following 300 level courses: EXSC 301, 328, 329, or 336; and one of the following 400 level courses: EXSC 401, 428, 429, or 436.

**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.

### 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.

**Seminars in Scholarly Inquiry.** See *Seminars Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 17).

#### SSI1/SSI2 114 Understanding High Risk Behavior

**200 Introductory Research Methods** This course is intended to introduce the student to reading and critiquing original research in exercise science. The students will lead discussions, write abstracts and learn lab writing skills. An emphasis on common statistical techniques and terms will be explored as they pertain to collecting data on human subjects. *Prerequisite:* MATH 160 or permission of instructor. Offered each year.

**221 Human Physiology** This course studies the functions of the different human systems including endocrine, muscular, nervous, circulatory, respiratory, and others. *Prerequisite:* BIOL 111, CHEM 110/120 or 115/230, EXSC 222. Offered Spring 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 Fall semester only.

**301 Nutrition and Energy Balance** This course provides students with the basic concepts of nutrition and exercise as they relate to health and the prevention of disease. The functions of the six essential nutrients are explored in detail with attention to their roles in metabolism, optimal health, and chronic diseases. The energy values of food and physical activity are quantified while undertaking an in depth case study and written analysis of personal dietary intake and physical activity. Students will read scientific literature, develop informed opinions, and debate controversial issues such as organically grown and genetically modified foods, and dietary supplements. Other potential topics include, nutrition and dieting fads, advertising, weight control and the obesity epidemic, sport nutrition, menu planning, and nutritional needs throughout the life cycle. *Prerequisite: BIOL 101 or 111.* Offered each fall.

**327 Evaluation of Sports Injuries** 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.

**328 Neuroscience In Exercise** This course explores the role of the nervous system in controlling movement and learning coordinated motor tasks such as locomotion and physical activity. A survey of the nervous system and sensorimotor control set the stage for an exploration of topics such as neuromuscular activation and neuromotor control, neuromuscular fatigue, neuroendocrine regulation, neural control of respiration, endurance and strength training adaptations of the nervous system, and the neuromuscular responses to decreased activity. Other current topics such as the activity-dependent expression of neurotrophic factors and their effects on cognition or neurorehabilitation may be explored. A review of literature is required. *Prerequisites: EXSC 200, 221, and 222.* Recommended: NRSC 201. Offered each Fall.

**329 Exercise Physiology** This course explores 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, respiratory, neuromuscular, and endocrine systems respond to the physiological stress of exercise and how physical activity and exercise 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 and neuromuscular function, ergometry, fatigue, body composition, growth and maturation, inactivity, morbidity and costs to the nation, and other current topics. Formal laboratory reports and a review of literature are required. *Prerequisites: EXSC 200, 221, and 222.* Offered each Fall.

**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 221/222 and 301.* Offered occasionally.

**331 Scientific Writing in Exercise Science** This class is a writing-intensive experience that is designed for those students who anticipate submitting an application for summer research, completing a senior thesis and or continuing to graduate school. The writing includes an application for approval from the Institutional Review Board, a grant proposal, an article written from provided data, and a poster presentation. Both peer and faculty review the written submissions. Each student will present their results in a poster format. *Prerequisites:* At least two of the following: EXSC 301, 328, 329, 336, or concurrent enrollment or permission of instructor. Offered each year.

**336 Biomechanics** This course explores a qualitative and quantitative approach to human movement. Functional anatomy and kinematics are explored. Students may be exposed to a variety of biomechanical equipment including motion analysis, force plate, EMG, isokinetic dynamometers, and others. Each student will complete a review of literature and an analysis of a human motion. *Prerequisites:* EXSC 222 and PHYS 111. Offered each Spring.

**401 Advanced Nutrition and Energy Balance** This course explores the role of dietary factors in health and disease in greater depth and with more critical analyses of current scientific literature. Course topics may include the role of phytochemicals, nutrigenomics, the female athlete triad, eating disorders, hydration and thermoregulation, macronutrient intake, weight loss diets, food-borne illness and safety of the food supply, clinical dietetics, and other current topics. Students will work in small collaborations to identify a relevant question, research the literature, and design and complete a research thesis. Laboratory experiences include resting metabolism, substrate utilization during rest and exercise, measuring nutrient-related blood markers such as glucose, hemoglobin A1C, and lipoproteins, and conducting original research for theses. *Prerequisites:* EXSC 200, 221, 222, and 301. Offered every other year.

**424 Recent Advances in Cellular and Molecular Mechanisms of Neuroplasticity** This course explores the cellular and molecular mechanisms related to neuromuscular plasticity. Neuromuscular adaptation events such as denervation, spaceflight, hindlimb unloading, spinal cord injury, disease, injury, aging, disuse, immobility, chronic low-frequency stimulation, exercise, and compensatory hypertrophy are discussed. Molecular and cellular changes including neurotrophic factors, microRNAs (miRNAs), myogenic regulatory factors, and muscle-specific gene expression, and their effects on neuromuscular plasticity and/or neurorehabilitation are explored. Secondary events such as glucose metabolism, insulin sensitivity, bone density, locomotion, and cardiovascular and respiratory function are also examined. *Prerequisites:* EXSC 200, 221, and 222, or consent of instructor. Recommended: NRSC 201. Offered every other year.

**428 Advanced Neuroscience in Exercise** This course explores in greater depth and breadth the role of the nervous system in the coordination of physiological systems that support physical activity and exercise. Factors that influence the neural control of motor output and/or cognition such as traumatic injuries to the neural tissue, disease states, microgravity, inactivity, and aging are considered in depth. Topics include the autonomic regulation of blood flow, neurotrophic factors effects on motor and cognitive functions, activity-dependent plasticity of the nervous system and neurorehabilitation, and alterations in sensorimotor control. Laboratory experiments utilize EMG, ECG, and EEG to assess activation of physiological systems during rest, exercise, and fatigue as well as other assessments of motor control/learning among the various physiological systems examined. Students will work in small collaborations to identify a relevant question, research the literature, and design and complete a research thesis. *Prerequisite:* EXSC 328. *Recommended:* NRSC 201. Offered every other year.

**429 Advanced Exercise Physiology** This course explores in greater breadth and depth the body's acute responses and long-term adaptations to exercise. Students read original research to explore the cellular

and molecular mechanisms by which physical activity and exercise training affect health and chronic disease. Environmental challenges to human activity caused by heat, cold, altitude, hyperbaric conditions, and microgravity are investigated in lectures and/or laboratories. Topics also may include the endocrine control of substrate metabolism, biochemical markers of fitness and metabolism, mitochondrial biogenesis, plasticity of muscle fiber types, and cardiovascular dynamics and autonomic regulation of blood flow, fluid homeostasis, and others. Students will work in small collaborations to identify a relevant question, research the literature, and design and complete a research thesis. *Prerequisite: EXSC 329.* Offered every other year.

**430 Special Topics in Exercise Science** This seminar class is structured according to the expertise and research interests of the professor. Each topic will be unique and encompass a current issue in the field of exercise science. *Prerequisite: must have completed two of the following: EXSC 301, 328, 329, 336, concurrent enrollment or permission of instructor.* Offered as needed. May be repeated.

**436 Advanced Biomechanics** A scientific foundation of the study of human motion will be explored as it relates to the integration of concepts and principles from biology and physics. The mechanical basis of human motion as it relates to the force-motion interaction, the motor system, and the adaptability of the motor system will be investigated. The student will become familiar with the equipment commonly used in biomechanics including force platforms, motion analysis, electromyography and isokinetic strength testing. *Prerequisite: PHYS 111, EXSC 336, or permission of the instructor.* Offered every other year.

**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.

**438 Equipment Design** This course is intended to familiarize the student with the process of designing sports and/or injury prevention equipment. The course is interdisciplinary in nature, combining exercise science and marketing concepts and theories. In this course, students will learn fundamentals concepts related to product development, consumer behavior and market analysis, as well as basic biomechanical skills needed to formulate methodology to test products and make claims based on the results. In this process students build product briefs, gain consumer insights, and develop a go-to-market plan. The culmination of the semester projects will allow the student to formulate go-to market plans. The 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 will gain conceptual and practical knowledge of research methodologies used in both science and business. *Prerequisite: Math 160 or equivalent.* Offered occasionally.

**439 Designing Interdisciplinary Exercise Prescriptions** This course will focus on designing programs intended to improve performance or quality of life with special populations. The student will perform a semester long project designing a complete program for a specific client. The student may choose an elite athlete or disease model intended to improve performance or health. A background in nutrition, exercise physiology, biomechanics and neuroscience will help lay the foundation for a well rounded program intended to address all aspects of the individual. Diet, agility, balance, strength, aerobic, anaerobic training, as well as the combination of training effects will be explored. Contraindications to exercise

## Exercise Science/Foreign Languages and Literature

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will also be examined as they relate to health. *Prerequisite: must have completed three of the following: EXSC 301, 328, 329, 336.* Offered occasionally.

**440 Biomechanics of Sports Injuries** This course is designed to study the mechanical bases of musculoskeletal injury, to better understand the mechanisms that seem to cause injury, the effect injury has on the musculoskeletal structures, and hopefully, to study how injury may be prevented. Many different types of injury will be discussed with the students responsible for leading these discussions. Students will write a review article on an injury condition and present their findings to the class. *Prerequisites: At least two of the following: EXSC 327, 336, and 436, or concurrent enrollment, or permission of instructor.* Offered Occasionally.

**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 or neuroscience. Students must write a proposal that is approved by the department thesis advisor and the Institutional Review Board, carry out the research, write the thesis, and orally defend the thesis at a research symposium. Application details can be obtained from the Scientific Writing instructor, faculty research advisor, or department chair. *Prerequisite: EXSC 331 and permission of the advisor.*

**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 research advisor. Recommended for majors prior to the senior research semester. *Prerequisite: Junior or senior standing, EXSC major and permission of advisor.*

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## FOREIGN LANGUAGES AND LITERATURE

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Professor: Kent Hooper (German Studies); Diane Kelley (French Studies), *Chair* (on leave Spring 2014); Josefa Lago Graña (Hispanic Studies); Michel Rocchi (French Studies); David Tinsley (German Studies) (on leave 2013-2014); Harry Vélez-Quiñones (Hispanic Studies), *Associate Chair*

Associate Professor: Mark Harpring (Hispanic Studies)

Assistant Professor: Brendan Lanctot (Hispanic Studies); Oriel Siu (Hispanic Studies)

Visiting Assistant Professor: Jennifer Driscoll Colosimo (German Studies); Kristopher Imbrigotta (German Studies); Arnaud Perret (French Studies); Sally Perret (Hispanic Studies)

Instructor: Steven Rodgers (French Studies)

Visiting Instructor: David Hanson (Hispanic 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 department faculty's multifaceted pedagogy, helps students progress in fluency as they gain a greater appreciation for cultural difference and develop an ability to analyze and write in the target language. Graduating majors in the Foreign Languages and Literature department will be able to: 1) actively and thoughtfully converse in the target language, 2) appreciate cultural and linguistic differences, 3) write analytically in the target language, 4) apply theoretical, cultural, literary and historical concepts to current and past events, 5) cultivate awareness of important political and cultural issues in countries where the target language is spoken.

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 Theme Houses

The department faculty supports the learning concept of a residential atmosphere and encourages students to participate in a 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. Applications for language-based theme houses are available from Residence Life.

## 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: HUM 355; HIST 302, 303, 304, 305, 311, 317, 392.

##### C. French and the Arts (3-4 units)

All majors in this emphasis must also have an experiential component in art, music, theater, 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 Theater Studies Focus** (3-4 units)

Three units from the following: COMM 291, 321, 322; 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; SOAN 340, 350.

**III. Three units in International Business or Economics**

Three units from: ECON 170, 268, 271; BUS 270, 320, 335, 375, 435; IPE 300, 311, 321.

## 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. Only one IPE course may count towards the FLIA major.
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 a French theme 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 majoring or 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. French Language and Literature majors are required to submit a senior paper to satisfy graduation requirements for the major. An explanation of this requirement is available from the department or from the academic advisor.
9. The Department of Foreign Languages and Literature does not accept or award credit for distance learning courses.

10. 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.
11. 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 240, 244, 291, 321, 322, 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 102 or 103

B. Two units from PG 321, 327, 330, 331, 332, 333, 334, 335, 336. (See Note 4 following on prerequisites.)

## III. Three units in Economics or International Business (Choose option A or option B)

A. Economics Focus: ECON 170, 268, 271, IPE 300.

B. Business Focus: BUS 270 and two units from BUS 320, 335, 375, 471.

## 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 while PG 331, 332, 333, 334, and 335 have a prerequisite of PG 103.
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 Spanish Language, Culture, and Literature in the Hispanic Studies Program (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; SOAN 315, 318, 340, 350.

## **III. Three units in International Business and/or Economics**

Three units from ECON 170, 268, 271; BUS 270, 320, 335, 372, 375, 435; IPE 300.

## **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 writing project is a graduation requirement for Language, Culture and Literature majors. It will emerge from an upper division course (301 or above), an equivalent course while taken abroad or an approved summer research project. More information about the senior writing requirement are available from the department or the academic advisor.
- 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 majoring or 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.

**Other courses offered by Foreign Languages and Literature Department faculty.** See *Connections in the Core Curriculum section of this Bulletin for Connections course descriptions (page 30).*

### **HUM 201, Arts, Ideas, and Society**

Satisfies the Humanistic Approaches core requirement.

**HUM 290, Introduction to Cinema Studies**

Satisfies the Fine Arts Approaches core requirement.

**HUM 303, The Monstrous Middle Ages**

Satisfies the Connections core requirement.

**HUM 355, Early Modern French Theater and Contemporary American Culture**

Satisfies the Connections core requirement.

**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.

## 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.

**110 Accelerated Elementary French** This course is to accommodate students who have had fewer than three years of French at the high school level or those who do not feel adequately prepared to enroll in Intermediate French (FREN 201), but who are also not appropriately placed to enroll in the first semester Elementary French (FREN 101) course. The course is an intensive approach covering the entire curriculum of the standard two-semester Elementary French, in one semester. Students should consult French faculty before registering to determine the appropriate level course to enroll in. Students should also be advised that FREN 110 alone will not fulfill the foreign language graduation requirement; they will need to take FREN 201 before being able to graduate. Offered Spring 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 only; 202 offered Spring 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 2013-2014.

**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 2014.

**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 2013.

**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 2013.

**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 2014.

**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 2013-2014.

**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 2013-2014.

**280 Advanced French Writing** The course is a workshop format to improve writing skills, vocabulary development, and an enhanced appreciation and sophisticated command of written French through a variety of texts and frequent writing exercises. Writing formats over the semester may include various styles such as, journalism, creative writing, essays, correspondence, reviews of film, art or books, and translation of French prose and poetry. The course will examine the rhetorical devices and techniques of descriptive, narrative, and argumentative writing, as well as explore some particularly advanced grammar points. *Prerequisite: FREN 202.* Not offered 2013-2014.



**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 2014.

**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 2013-2014.

**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 2013-2014.

**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. Offered Fall 2013.

**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 2013-2014.

**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. Not offered 2013-2014.

**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 traditions from a specific standpoint and engage critically with synchronous and asynchronous embodiments of those traditions. This course is taught in French. Not offered 2013-2014.

**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. Not offered 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 Fall 2013.

**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 2013-2014.

**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; not offered Spring 2014.

## 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** German 201 develops proficiency in key areas essential for university study in Germany or Austria. German 202 takes you on a multi-media journey through three German-speaking cultures. Selective grammar review with emphasis on intermediate topics (B1-B2). These courses are taught in German. 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 only; 202 offered Spring 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 2013-2014.

**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 2014.

**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 Fall 2013.

**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. Not offered 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013.

**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; not offered 2013-2014.

**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 2013-2014.

**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; offered Spring 2014.

**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 2013-2014.

**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 2013-2014.

## 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 only; 102 offered Spring only.

**110 Accelerated Elementary Spanish** This course accommodates students who have had fewer than three years of Spanish at the high school level or those who do not feel adequately prepared to enroll in Intermediate Spanish (SPAN 201), but who are also not appropriately placed to enroll in the first semester Elementary Spanish (SPAN 101) course. This is an intensive course covering the entire curriculum of the standard two-semester Elementary Spanish, in one semester. Students should consult Spanish faculty before registering to determine the appropriate level course to enroll in. Students should also be advised that taking SPAN 110 alone would not fulfill the foreign language graduation requirement; they will need to take SPAN 201 in order to satisfy the requirement. Offered Spring 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 only; 202 offered Spring 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 2013.

**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 Spring 2014.

**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 2014.

**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 2013.

**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 Fall 2013.

**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 2013 and Spring 2014.

**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; offered Spring 2014.

**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 2013-2014.

**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; not offered 2013-2014.

**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; not offered 2013-2014.

**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; not offered 2013-2014.

**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; not offered 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2014.

**311 Migration Narratives** This course explores the human experience of migration, exile, and/or diaspora affecting the Spanish-speaking world, by studying the social, political, historical, economic and intellectual implications of those processes. The class consists of close readings of literary works in

several genres, including poetry, plays, short stories and essays, and the screening of several films, in addition to readings on cultural aspects of and theoretical approaches to this phenomenon. Readings and visual texts are in Spanish and/or English, and all discussion and testing is in Spanish. Offered Fall 2013.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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; not offered 2013-2014.

**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; offered Fall 2013 and Spring 2014.

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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 150).

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## GENDER STUDIES PROGRAM

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Director: Greta Austin, *Religion*

Advisory Committee: Derek Buescher, *Communication Studies*; Alison Tracy Hale, *English*; Suzanne Holland, *Religion*; Priti Joshi, *English*; David Moore, *Psychology*; Kate Stirling, *Economics*; Jennifer Utrata, *Sociology and Anthropology*.

## 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
- BUS 493, International Management: A Gender-Based Perspective
- 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
- ECON 244, Gender and the Economy
- EDUC 290, Making Men: Schools and Masculinity
- ENGL 226, Survey of Literature by Women
- ENGL 360, Major Authors (depending on subject; not all sections are GS approved)
- ENGL 391, Studies in Lesbian and Gay Literature
- ENGL 405, Writing and Gender
- ENGL 446, Studies in 17th and 18th Century American Literature (depending on subject; not all sections are GS approved)
- 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 392, Men and Women in Colonial Africa  
 PHIL 390, Feminism and Philosophy  
 PSYC 250, Human Sexuality  
 REL 321, Sexuality and Christianity: Then and Now  
 REL 333, Asian Women and Religion  
 REL 368, Gender Matters  
 SOAN 202, Family in Society: Critical Perspectives  
 SOAN 212, Sociology of Gender  
 SOAN 315, Identity Politics in Latin America  
 SOAN 316, Social and Cultural Change  
 SOAN 318, Women and Global Inequality  
 SOAN 390, Men and Masculinities  
 STS 318, Science and 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; offered Fall 2012.

**291A Gender Studies Publication** 0.25 activity unit Gender Studies Publication is an activity credit for participation in a campus publication of literary and artistic materials related to questions of gender and sexuality. The program requires editing, reviewing, criticism, and oral discussion of manuscripts and artwork on a weekly basis. The program also includes active promotion and publicizing of the Publication as well as managing the Publication organization as a whole. The course must be taken as pass/fail grading. 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. *Pre-requisite: GNDR 201, and at least one other course in the program.* Offered each year; offered Spring 2014.

### 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.*

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## GEOLOGY

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Professor: Barry Goldstein; Jeffrey Tepper, *Chair*; Michael Valentine

Assistant Professor: Kena Fox-Dobbs

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 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 Costech elemental analyzer for measuring C-H-N-S in soil, sediment, and organic matter.
- 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, maps 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 four 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, 306, 330, or 340 taken in the junior or senior year;
  - c. Three units from the following: GEOL 301, 303, 304, 305, 306, 310, 320, 330; 340;
2. CHEM 110 and 120 or 115 and 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 17).*

### SSI1 125 Geomythology of Ancient Catastrophes

**Other courses offered by Geology Department faculty.** See *Connections in the Core Curriculum section of this Bulletin for Connections course description (page 30).*

## **ENVR 105, Environmental Science**

Satisfies the Natural Scientific Approaches core requirement.

## **ENVR 322, Water Policy**

Satisfies the Connections core requirement.

## **ENVR 325, Geological and Environmental Catastrophes**

Satisfies the Connections core requirement.

**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 2013-2014.

**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 2014.

**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 2013-2014.

**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 Spring only.

**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 2013.

**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 Fall 2013.

**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 2013-2014.

**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 occasionally; not offered 2013-2014.

**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 2013-2014.

**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, and GEOL 200.* Offered every other year; not offered 2013-2014.

**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 2013.

**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 2013-2014.

**315 Energy Resources** This course surveys the wide range of modern energy sources, and considers the prospects for their future supply and availability. Each energy source is explored from a wide range of perspectives, including: its origin, geographic distribution, energy density, energy "type" (gravity, chemical, radioactive, solar), processing, refining, or transformation from one form of mass or energy to another, transport (both pre- and post- processing/transformation), environmental costs (upstream and downstream- lifecycle considerations), and economic costs (cost/unit of energy produced). As ongoing events dictate, energy topics in the news are also considered, including economic, political, and environmental issues of the day. Cross-listed with ENVR 315. *Prerequisites: one course in the Natural Scientific Approaches core, one course in the Mathematical Approaches core, and ENVR 101 or permission of instructor.* Offered occasionally; offered Spring 2014.

**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 2013.

**324 Biogeochemical Approaches to Environmental Science** This course provides an introduction to biogeochemical methods used in the study of environmental science. The course focuses on isotopic and elemental analyses of geological and biological materials with applications to a range of questions. Examples of topics include; energy flow, nutrient cycling, animal migration, and paleoclimatic conditions. The course readings draw heavily upon case studies from the primary scientific literature. Cross-listed as ENVR 324. *Prerequisites: any one of BIOL 111, 112, CHEM 110, 115, 120, 230, ENVR 105, GEOL 101, 104, or 105 and any 200 level or above course in Biology, Chemistry, or Geology.* Offered each year.

**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 2012-2013.

**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 frequently; offered Spring 2014.

**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. 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 150).

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## GLOBAL DEVELOPMENT STUDIES

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Advisory Committee: Monica DeHart, *Sociology and Anthropology*; 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, 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 by completing and submitting a form to the Academic Advising office, 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. SOAN 316 Social and Cultural Change,
  - b. ECON 268 Economic Analysis of Underdevelopment and/or
  - c. IPE 311 Political Economy of International 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 SOAN 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. 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/IPE 361, Business and the Base of the Pyramid
- COMM 460, Technology, Organization, and Globalization
- ECON 271, International Economics
- ENVR/PG 382, Global Environmental Politics
- IPE 300, The Political Economy of International Trade and Finance
- 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



SOAN 230, Indigenous Peoples: Alternative Political Economies  
SOAN 316, Social and Cultural Change  
SOAN 318, Women and Global Inequality  
SOAN 323/IPE 323, Tourism and the Global Order  
SOAN 335, Third World Perspectives  
SOAN 350, Border Crossings: Transnational Migration and Diaspora Studies  
SOAN/IPE 407, Political Ecology

## Course Offerings: Regional Electives

BUS 472, Business in Latin America  
ENGL 484, Indian Fiction  
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, Political Economy of Southeast Asia  
LAS 100, Introduction to Latin American Studies  
LAS 380, Around Macondo in 80 Days  
PG 325, African Politics  
SOAN 315, Identity Politics in Latin America  
SOAN 416, Modern India and Diaspora  
SPAN 402 Seminar in Colonial and/or Nineteenth-Century Latin America

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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 150).

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## HISTORY

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Professor: William Barry; William Breitenbach; Nancy Bristow; John Lear (on leave 2013-2014), Douglas Sackman (on leave 2013-2014); David Smith (*emeritus*)

Associate Professor: Jennifer Neighbors (on leave Spring 2014); Katherine Smith, *Chair*, Benjamin Tromly

Assistant Professor: Poppy Fry

Visiting Assistant Professor: Melisa Galvan

## 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, 291; CLSC 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. Seminars in Scholarly Inquiry 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 211, 212, 305, 308, 309, 390.

4. STS 338 may count towards the major
5. The following Connections courses may count toward the major in History: AFAM 355, 360; ASIA 341; CONN 304, 332, 333; HUM 310; LAS 387; STS 330, 370. For students whose first major is History, Connections courses that fulfill a requirement for the major in History will not count as satisfying the graduation requirement of three upper-division courses outside the major.
6. Excluding HIST 200 and HIST 400, the major must include:
  - a. at least one unit each in three of the following five areas: African history, 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, 291, 302, 303, 304, 305, 307, 311, 351, 352; CONN 332; CLSC 211, 212, 305, 308, 309, 390.
7. At least five units of the ten required for the major must be completed in residence at the Tacoma campus.
8. Only courses in which a student has received a grade of C- or better may count toward the major.
9. Any deviation from these requirements must be approved in writing by the Department of History faculty.
10. 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 African, Asian, European, 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 five areas of emphasis: African history, 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, 333; 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 or STS 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 17).

**SS1/SS12 122 Ecotopia? Landscape and Identity in the Pacific Northwest**

**SS11 129, Mao’s China: A Country in Revolution**

**SS1/SS12 135 An Unnatural Disaster: Hurricane Katrina**

**SS1/SS12 137 The Boer War and South African Society**

**Other courses offered by History Department faculty** See Connections in the Core Curriculum section of this Bulletin for Connections course descriptions (page 30).

**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.

**CONN 333, Nations and Nationalism in Modern Europe**

Satisfies the Connections core requirement.

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

**HUM 119, Eleanor of Aquitaine**

**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 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 2013.

**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 historians. 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 frequently; offered Fall 2013.

**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 2013-2014.

**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; not offered 2013-2014.

**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. Offered frequently; offered Fall 2013.

**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 occasionally; not offered 2013-2014.

**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 2013-2014.

**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; not offered 2013-2014.

**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 2013-2014.

**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; offered Fall 2013.

**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 2014.

**291 Modern Africa** This course introduces students to the major events and trends of the past two centuries of African history and explores how those trends and events shaped the experiences of people across the continent. Major topics included the ending of the Atlantic Slave Trade, colonial incursion, cultural change, economic transformations, the rise of nationalism and the challenges of decolonization. Students consider how ethnic, gender, religious and other identities shaped individual Africans’ experiences and make comparisons both regionally and in terms of Africa’s relationship to the world. To do so, they read a variety of historical sources as well as the work of contemporary historians. Satisfies the Humanistic Approaches core requirement.

**293 Early Africa to 1807** This course offers students a broad outline of political, economic and social developments in Africa—topics covered will include ancient trade between Africa and the Mediterranean region, the rise of the great medieval empires of Ghana and Mali, the creation of a distinctive Swahili Coast culture and the impact of slavery and slave trade upon African societies. Second, the course will introduce students to the specific tools used by historians in the study of early Africa. In evaluating how best to write the history of non-literate peoples, students will consider, among other possibilities, the use of historical linguistics, archaeology and oral traditions. They will assess the usefulness of Islamic and European sources for African history. Satisfies Humanistic Approaches core requirements. Offered frequently; not offered 2013-2014.

**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 civili-

zations 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 2013.

**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 2014.

**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 2013-2014.

**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 2013-2014.

**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. Includes a substantial final research paper. Students cannot receive credit for both HIST 115 and HIST 307. Offered every other year; not offered 2013-2014.

**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 2013-2014.

**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 neigh-



bors 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 2013-2014.

**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; offered Fall 2013.

**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 Spring 2014.

**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 2013-2014.

**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 2013-2014.

**336 Medieval Spain: Convivencia, Conflict, or Coexistence?** Medieval Spain carries a certain mystique in the modern imagination. Pictured either as a land of *convivencia* where Jews, Muslims, and Christians lived in harmony or as a landscape torn by religious strife epitomized in the Spanish Inquisition, the Iberian Peninsula presents historians with the unique opportunity to explore how these three peoples managed to coexist for centuries. While students discover that the communities were never entirely at peace with one another and in fact were often in open conflict, they also explore how members of these communities lived together, coexisting in communities of three faiths. This course begins with the rise of Visigothic Spain (sixth-eighth centuries) and ends with the Jewish and Muslim expulsions in the late-fifteenth and early-sixteenth centuries.

**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

# History

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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 Fall 2013.

**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 frequently; not offered 2013-2014.

**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 2014.

**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 2013-2014.

**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 Fall 2013.

**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 2013-2014.

**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. Includes a substantial research paper. Offered every third year; offered Spring 2014.

**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. Includes a substantial research paper. Offered every third year; not offered 2013-2014.

**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; not offered 2013-2014.

**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. Includes a substantial research paper. Offered every third year; offered Fall 2013.

**363 Americans, Catastrophe, and Culture in the Twentieth and Twenty-first Centuries** This course explores catastrophes in the United States in the twentieth and twenty-first centuries, using these uncommon occurrences as a window into American culture and its practices. Following a roughly chronological path, the course is organized around different kinds of catastrophes Americans have faced—ranging from floods and forest fires to epidemics, from state-sanctioned violence to domestic terrorism, from warfare to violent crime—and the historical themes and issues these moments of crisis revealed, and shaped. The course does not claim coverage of every disaster but seeks instead to expose students to the range of historiographical approaches employed in the study of catastrophe, and the multiplicity of issues they allow historians to explore. Offered every other year; not offered 2013-2014.

**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; not offered 2013-2014.

**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 2013-2014.

**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; not offered 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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 2013-2014.

**383 Contested Terrain: Conflict Along the U.S. – Mexico Borderlands** The region referred to as the U.S.-Mexico borderlands has been the subject of wide-ranging popular and scholarly treatment, especially focusing on politics, cultural contact, economic exchange, and violence. Readings cover examples of how the geo-political boundary and socio-cultural space encompassed by the region have produced persistent debate about identity formation, the fluidity of the border, and the inability of governments to restrict the movement of peoples and goods. Through close reading of primary and secondary sources, students explore several questions throughout the semester: How are “borderlands” defined? What role do the historical shifts in political boundaries that have occurred along the U.S.-Mexico border play in defining the geographical limits of “borderlands”? What are the origins of cross-border violence, and how have official approaches to dealing with this violence changed over time? How does the historiography on borderlands contribute to an understanding of the causes of, and popular and official reactions to, the Drug Wars currently underway? This seminar provides students with a general understanding of the scholarship and theoretical foundation of U.S.-Mexican borderlands history. Offered Fall 2013 only.

**391 20th-Century South Africa** Nelson Mandela has become an international symbol of South Africa’s twentieth-century tragedies and triumphs, and for good reason; his experience touches on many of the major themes in that country’s recent history. This course uses Mandela’s autobiography, *Long Walk to Freedom*, as a starting point for exploring the history and historiography of South Africa. Major topics include rural life and the peasant experience, “tribalism” and the significance of tradition, urbanization and industrialization, the development of apartheid and anti-apartheid ideologies, and the implementation of democratic governance. Students consider the benefits and challenges of using autobiographies as historical sources, analyzing Mandela’s account in the context of other South Africans’ experiences. Offered every other year; offered Fall 2012.

**392 Men and Women in Colonial Africa** How did colonization and decolonization impact the way Africans defined themselves as men and women? How did empire and the experience of cultural difference impact on gender roles in Europe? How did concerns about gender shape colonial policies and Africans’ responses to those policies? Students in this course will address these questions by examining gender through a variety of analytical lenses—religion, labor, etc.—and working collaboratively to make sense of what it meant to be a man or woman within the contexts of colonial and postcolonial Africa. Offered every other year; offered Spring 2014.

**393 Missions and Christianity in Africa** Half of all Africans identify themselves as Christian, but their interpretations of Christianity vary dramatically. Some follow the ancient traditions of Ethiopia and Egypt, while others embrace new and radical forms of Pentecostalism. This course will offer a narrative of Christianity in Africa from the 4th century AD to the present, with a particular emphasis on the ways both Africans and Europeans spread Christianity. The course seeks to use Christian belief and practice as a window into issues of power, gender, colonialism, nationalism and identity. A major focus will be the motivations behind African conversions and the ways in which Africans adapted Christianity to their own changing circumstances.; offered every other year; offered Spring 2014.

**399 Special Topics In History** This course is designed as an advanced seminar in which students explore the historiography on a particular issue, topic or field in the discipline. Though the course may be grounded in a particular nation, region, or time period, it may also involve the study of works in multiple areas. A different topic is selected by faculty each time it is offered. May be repeated for credit. Prerequisite: History 200 or consent of the instructor. Offered occasionally; not offered 2013-2014.

**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; Suzanne Holland, *John B. Magee Professor of Science and Values*; Andy Rex

Associate Professor: George Erving, *Director*

Advisory Committee: James Bernhard, *Mathematics and Computer Science*; Denise Despres, *English/Humanities/Honors*; George Erving, *English/Honors/Humanities*; Suzanne Holland, *Honors/Religion*; Kristin Johnson, *Science, Technology and Society*; Kriszta Kotsis, *Art*; Paul Loeb, *Philosophy*; Aislinn Melchior, *Classics*; Andrew Rex, *Physics*; Katherine Smith, *History*

## 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 17).

**SSI1 195 Honors: New World Rhetorics**

**SSI2 196 Honors: European Past Lives**

**Connections course.** See Connections in the Core Curriculum section of this Bulletin for course descriptions (page 30).

### 401 The Self and The Other in Postmodernity

**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. Students may not receive credit for both ART 275 and HON 206.

**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*; William Haltom, *Politics and Government*; Zaixin Hong, *Art*; Diane Kelley, *Foreign Languages and Literature (French)*; Paul Loeb, *Philosophy*; Susmita Mahato, *English*; Eric Orlin, *Classics*; Geoff Proehl, *Theatre Arts*; David Smith, *History (emeritus)*; Katherine Smith, *History*; Stuart Smithers, *Religion*; David Tinsley, *Foreign Languages and Literature (German)*; Harry Vélez-Quiñones, *Foreign Languages and Literature (Spanish)*; Steven Rodgers, *Foreign Languages and Literature (French)*; Wallace Weston, *Library*; 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 Seminars in Scholarly Inquiry; Fine Arts Approaches; Humanistic Approaches; and Connections.

The Program also offers an opportunity for seventeen first-year students to live together, along with an R.A. and twenty upper class students in the Humanities section of our new residence hall. Residents represent all majors, including the sciences and social sciences, but share in common their interests in the arts. Freshmen take Humanities 132 (The Scientific and Romantic Revolutions) in the fall semester, a course that satisfies the first half of the year-long freshman writing requirement (SS1). In the spring semester, they enroll in Humanities 200 (Homer to Hitchcock: The History of Ideas in the Arts), which satisfies the Fine Arts Approaches core requirement. Students also participate in a variety of house-



related activities (film screenings, open-mic nights, guest lectures, teas, etc.), course-related cocurricular events, and off-campus field trips.

The Humanities minor offers a course of study in the history of Western ideas as they have found expression through the literary, theatrical, musical, and visual arts. Courses in the minor are distinguished by being frequently 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, Mystics, Knights, and Pilgrims: The Medieval Quest  
 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 355, Early Modern French Theater and Contemporary American Culture (Connections)

### Track II: Renaissance to the Present

AFAM 375, The Harlem Renaissance (Connections)  
 HUM 201, Art, Ideas, and Society, 1400 – 1900 (Humanistic Approaches)  
 HUM 290, Introduction to Cinema Studies (Fine Arts Approaches)  
 HUM 301, The Idea of the Self (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 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, 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 17).*

**SSI1/SSI2 101 Dionysus and the Art of the Theatre**

**SSI1 124 Utopia/Dystopia**

**SSI1 172 The Scientific and Romantic Revolutions**

**Connections courses.** See Connections in the Core Curriculum section of this Bulletin for course descriptions (page 30).

**300 Children's Literature: To Teach and To Entertain**

**301 The Idea of the Self**

**302, Mystics, Knights, and Pilgrims: The Medieval Quest**

**303 The Monstrous Middle Ages**

**305 Modernization and Modernism**

**309 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***

**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 Fall 2013.

**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; not offered 2012-2013.

**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; not offered 2012-2013.

**260 It's Only Rock and Roll: Rock from Cradle to Adolescence** This course is a survey of rock history, from its roots in the mid-1950s, to the end of the "Summer of Love - Flower Power" era, to The Rolling Stones' disastrous Altamont concerts in late 1969, to the break-up of The Beatles in 1970. Students examine cultural influences, historical events, and stylistic developments of rock music, primarily in the United States and Great Britain, to gain a wider knowledge and understanding of rock music's place as a crucial part of the arts and culture of this time period in many parts of the world. Satisfies the Humanistic Approaches core requirement. Not offered 2013-2014.

**290 Introduction to Cinema Studies** In this course, students develop the expertise necessary to communicate intelligently about the artistic medium of film. Drawing on the expertise of two professors, students consider key terminology related to mise-en-scene, editing, and sound; apply those concepts to a wide variety of examples from the advent of film to the present; and begin considering critical approaches to the medium. In addition to regular class sessions, film screenings are required. Satisfies the Fine Arts approaches core requirement. Offered Fall 2013..

**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 2013-2014.

**360 Theory and Revolution in Advanced Capitalist Culture** This colloquium explores the development of theory in the Marxist critique of Capital and capitalist cultures, especially in its relation to revolutionary praxis in Late Capitalism. The course examines foundational themes of Critical Theory as elabo-

rated by Frankfurt School authors (Adorno, Horkheimer, Benjamin, and Marcuse) and study revolutionary movements and practices (Situationists, 1968, Autonomists, Tarnac 9, and Occupy) in relation to Marxist theory. Discussion and study also include more contemporary contributions to the question of the relation between theory and revolutionary praxis in a world dominated and saturated by capitalist culture by important Marxist writers, including Debord, Baudrillard, Badiou, Zizek, Holloway, and The Invisible Committee. Some familiarity with Marx and Marxian theory is recommended, but not required.

**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. Not offered 2013-2014.

**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. Topic for Spring 2014: The Ulysses Theme in Western Art and Literature. Offered each year; offered Spring 2014.

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## INTERNATIONAL POLITICAL ECONOMY

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Professor: Bradford Dillman, *Director*; Nick Kontogeorgopoulos

Assistant Professor: Pierre Ly; Emelie Kaye Peine

### About the Program

The International Political Economy (IPE) Program offers a multidisciplinary approach to the study of international and global issues. International Political Economy uses tools and methods of political science, economics, and sociology as informed by an understanding of history and tempered by appreciation of cultural differences.

Students in the International Political Economy program 1) gain an appreciation for competing theoretical perspectives; 2) study the 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) consider issues broadly and see how they are interconnected; 5) 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 and discussions on campus, which encourage students and faculty to consider the integrated character of global economic, political, and social issues.

### About the International Political Economy Major

The International Political Economy major consists 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, Sociology and Anthropology, 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 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, sociology and anthropology, 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 valuable element of the liberal education for majors and non-majors alike.

IPE 301: Theories of IPE is for IPE majors only. It 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, including especially senior thesis research. Students 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 IPE research tools; or deepen knowledge of a particular country or region. Please note that at least one of the three IPE Major Electives must be an upper-division IPE course taken on the Puget Sound campus.

## Other Important Issues

Since most IPE majors study abroad at some point in their undergraduate careers, they are advised 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: SOAN 103, 200, 204, 230.
- II. IPE 301
- III. ECON 271 or IPE 300
- IV. MATH 160 or 260 or equivalent.
- V. 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. At least one of the three IPE Major Electives must be an upper-division IPE course taken on the Puget Sound campus. 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.

- VI. 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.

**Connections courses.** See Connections in the Core Curriculum section of this Bulletin for course descriptions (page 30).

**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.

**300 The Political Economy of International Trade and Finance** This course trains students in the modern International Political Economy analysis of the battle between the winners and losers of economic globalization. The first part of the course focuses on political economy approaches to international trade issues, including discussions of trade policy in rich and poor countries, the role of government in assisting displaced workers, the regulation of labor standards and the politics of multinational corporations. The second part of the course provides students with a well-rounded understanding of the political, economic and social aspects of the international financial system and financial crises. This includes political economy analyses of important recent events such as the US credit rating downgrade and the European debt crisis. If possible, it is advised that students take IPE 300 (or Econ 271) as soon as possible after taking Econ 170, beginning in the Fall semester of the sophomore year. *Prerequisite: IPE 201 and Econ 170.* Offered every year; offered Spring 2014.

**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 and should be taken, if possible, in the semester immediately prior to taking IPE 401. *Prerequisites: IPE 201 and junior or senior standing.*

**311 Political Economy of International Development** This course serves as an introduction to the political economy of international development and explores two themes. First, what are the tradeoffs inherent to the process of industrialization, globalization, and economic growth? Second, what are the political, social, and economic challenges faced by low-income countries? In focusing on these themes, this course addresses several questions: What is the meaning of development? How has colonialism shaped the contours of the contemporary world? What are the tradeoffs associated with mechanization and other features associated with the modernization of agriculture? What is the debt crisis and what are some possible solutions to the crisis? What are the greatest causes of illness and death in low-income countries? What is the environmental impact of the growing global demand for modern consumer conveniences? What are some of the problems faced by women in low-income countries? *Prerequisite: IPE 201.* Offered every year; offered Fall 2013.

**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 to 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? *Prerequisite: IPE 201.* Offered frequently; offered Fall 2013.

**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 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 SOAN 323. Prerequisite: IPE 201 or any 200-level SOAN course.* Offered occasionally; offered Spring 2014.

**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.* Usually offered every year; offered Fall 2013.

**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. *Prerequisite: PG 102.* Usually offered every year; offered Spring 2014.

**361 Business and the Base of the Pyramid** The base of the pyramid (BOP) refers to the four billion people living on less than \$2 per day. Currently, various approaches exist on how best to align business activity with the needs and potential of this segment of the global population. Those at the BOP can be



seen as a large untapped market, creative entrepreneurs, business partners, and innovators. This course examines the various BOP perspectives to need satisfaction, poverty alleviation, and economic growth through business activity. The focus is on emerging business models that address individual and social needs in an innovative, profitable, sustainable, and socially-responsible manner. This course integrates concepts of development economics, international business, leadership, and strategy. Cross-listed with BUS 361. *Prerequisite:* Junior standing. Offered every year.

**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; offered Spring 2014.

**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. Usually offered every year; offered Fall 2014.

**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. Offered every semester.

**407 Political Ecology** Political ecology is an active interdisciplinary framework with foundations in anthropology, geography, environmental studies and the biological sciences. Its central contention is that our understanding of environmental issues and environmental change must include an analysis of the social, political, economic, and cultural context in which they are produced. Through a set of advanced readings in the social sciences, students become familiar with the genealogy of this interdisciplinary approach, the keystone texts that inform contemporary political/ecological work, and the new directions that comprise the cutting edge of political ecology. Recurring themes in the reading list will examine indigenous peoples struggle over resources, the construction of nature through the capitalist lens, and an examination of sustainability in both discourse and practice. Students conduct original ethnographic research that builds upon these areas of interest. Advanced coursework in anthropology, sociology, and/or international political economy is strongly recommended. Crosslisted with SOAN 407.

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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.

- 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

- The internship seminar will be designated as INTN 497.
- 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.)
- 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.*

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## JAPANESE

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Students interested in a major or minor in Japanese language and culture should consult the Asian Languages and Cultures section in this *Bulletin* (page 63).

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## LATIN AMERICAN STUDIES

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Director: Monica DeHart, *Sociology and Anthropology*

Advisory Committee: Monica DeHart, *Sociology and Anthropology*; Pepa Lago Graña, *Foreign Languages and Literature (Spanish)*; Brendan Lanctot, *Foreign Languages and Literature (Spanish)*; John Lear, *History*; Emelie Peine, *International Political Economy*; Don Share, *Politics and Government*; Oriel Siu, *Foreign Languages and Literature (Spanish)*; Nila Wiese, *Business and Leadership*; Linda Williams, *Art*

### About the Program

The Latin American 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 (when Latin American content)
- 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 in Hispanic Culture and/or Literary Studies (when Latin American content)
- SPAN 311, Migration Narratives
- 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 472, Business in Latin America
- PG 311, Politics of Detention: Criminal Justice, Immigration, and the War on Terror
- PG 380, Latin American Politics: Authoritarianism and Democracy
- PG 381, U.S.-Latin American Relations
- SOAN 315, Identity Politics in Latin America
- SOAN 316, Social and Cultural Change (when Latin American emphasis)
- SOAN 350, Border Crossings: Transnational Migration and Diaspora Studies (if Latin American content)

**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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 17).*

**SSI1/SSI2 112 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 30).

**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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## LATINA/O STUDIES

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Director: Oriol María Siu, *Foreign Languages and Literature*

### About the Program

The student of Latina/o Studies explores the historical, cultural, political, and socio-economic experiences of the largest ethnic-minority group in the United States, Latinos. Taking an interdisciplinary methodology, the minor provides a comprehensive and in-depth approach to key issues, research, and cultural facets of the Latina/o experience. Students minoring in Latina/o Studies prepare themselves for graduate studies and careers in social and welfare policy, law, counseling, public policy, health care, education, advertising, journalism, and among other fields, education.

### 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. LS 200, *Latina/o America: A Critical Introduction to Latino Studies* (1 unit);
  - b. Three courses from the following list with at least two from LS or SPAN (3 units):
    - AFAM 401, *Narratives of Race*
    - LS 300, *Latina/o Literatures: Transgressive, Disobedient Enunciations from Latina/o America*
    - LS 400, *Special Topics in Latina/o Studies*
    - PG 304, *Race and American Politics*
    - PG 311, *Politics of Detention: Criminal Justice, Immigration, and the War on Terror*
    - PG 346, *Race in the American Political Imagination*



SOAN 350, Border Crossings: Transnational Migration and Diaspora Studies

SPAN 212, Latin American Culture and Civilization

SPAN 300, Literature, Theory, and Practice (whenever the course includes significant Latina/o Studies content)

SPAN 303, Hispanic Short Story

SPAN 306, Latin American Film (whenever the course includes significant Latina/o Studies content)

SPAN 307, Latin American and Latino Theatre

SPAN 311, Migration Narratives

- c. LS 401, (a community-based learning capstone course to be developed and first offered 2014-15) (1 unit)

2. Proficiency in Spanish at a level equivalent to passing SPAN 202.

## 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.

**200 Latina/o America: A Critical Introduction to Latina/o Studies** The United States is the second largest Spanish-speaking country in the world. Taking an interdisciplinary approach, this course explores the historical, social, political, and cultural configurations of this fact and of what has come to be known as *Latina/o U.S.A.* The course begins with a discussion on the roots of Spanish in the Americas. What are the historical and colonial relations of power leading to the presence of Spanish-speaking peoples and Latino cultures in the U.S.? In posing this question the course examines the nascent U.S. nation as a political and colonizing force throughout the 19th century; its politics of colonization towards Native Americans, *Mestizos*, and people of Spanish and African descent through the annexation of Florida (1819), the Mexican American War (1846-1848), and the Spanish-American War (1898). Departing from these moments, the course then interrogates ongoing U.S. border politics and U.S. empire building throughout the continent, further questioning the following: How do U.S. policies relate to the massive Latino migratory patterns during the 19th, 20th, and 21st centuries? How do these shape the complexities of the *Latina/o* experience? Literature, film, historical accounts, and social science works serve to discuss the central issues of this course: migrations, racisms, language as a marginalizing and/or empowering tool, key political and social moments in the Latino experience, the entrenchment of neoliberal economic policies and immigration, deportations and U.S. immigration policies, Latino community building, gender practices, heterogeneities of Latino populations, and politics of identity. This course is taught in Spanish.

**300 Latina/o Literatures: Transgressive, Disobedient Enunciations from Latina/o America** Latino literary and cultural productions have particularly provided a gateway into understanding the heterogeneity of Latino experiences in the U.S. While this course does not survey Latino literatures historically, it does introduce students to some of the most contemporary *Latina/o* literary productions and cultural expressions by situating these in their broader cultural, social, and political frameworks. Plays, short stories, novels, testimonies, poetry, autobiography, essays, and film serve to explore complex –and often silenced– histories, issues and realities in present-day *Latina/o* communities. In this manner, the course looks at literature and cultural productions as a platform for cultural, social, individual, historical, and political expositions; a place where ideologies are contested, debated and articulated; a site where subjectivities are problematizadas, enunciated, and made visible. Central to this course are questions pertaining to: the neoliberal market and the commodification of the Latino body; identity construction (and/or destruction); the intersections of sexuality, gender, and class in informing discourse; racisms;

discourses of privilege; language and art as a conduit for the erasure of invisibilities; the intersections of systems of power in the literary; border politics, death and violence in the Latino experience; conditions of exile and diaspora; U.S. immigration politics, and among others; defiant Latina/o sexualities. This course is taught in Spanish.

**400 Special Topics in Latina/o Studies** This special topics course is conducted as a seminar and varies in focus each time. The course offers students the opportunity to further examine, problematize, and research particular issues and forms of cultural productions as they relate to Latina/o Studies and communities in the United States. To this purpose, class sessions require students to explore the discursive specificities of assigned works as well as to consider and interrogate the critical and theoretical issues they raise. Students' thoughtful engagement with the material and ability to participate in productive dialogue bear directly on the quality of the knowledge produced throughout the semester.

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## LEARNING CENTER COURSES

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**100 Accelerated Reading** 0.25 unit This course is designed to help students develop more effective reading practices. Students develop techniques for successful learning, including how to adapt their reading and prereading practices to different kinds of reading materials. Class instruction is supplemented by an online reading program.

**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, *Associate Academic Dean*; Bradley Richards, *Chair*; Bryan A. Smith

Associate Professor: James Bernhard; Michael Spivey; Carl Toews

Assistant Professor: Adam Smith

Visiting Assistant Professor: Philip Howard; Jason Preszler; Joel Ross

Instructor: Charles Hommel; Alison Paradise; Matthew Pickard

Visiting Instructor: Wendy Dove; Cynthia Gibson

### 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 studying 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 minoring 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, 360, 375, 376, 420 (some topics as noted in topic course descriptions)

List B: MATH 300, 310, 335, 338, 420 (some topics as noted in topic course descriptions), 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 four 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 10 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; CSCI 240, 291, 361.
3. Completion of two upper-division electives.
4. Completion of the Capstone CSCI 440.

## **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 four 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 240, 250, 291, 310, 315, 325, 335, 361, 370, 381, 425, 431, 455, 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.

### 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** This course provides 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. This course contains topics of particular interest to students studying business or business-related topics. It is an excellent choice for such students who are also seeking a minor in mathematics. *Prerequisite:* three years of high school mathematics. Satisfies the Mathematical Approaches core requirement. Offered Spring term only.

**160 Introduction to Applied Statistics** This course provides an introduction to statistics, concentrating on statistical concepts and the “why and when” of statistical methodology. The course focuses on learning to ask appropriate questions, collect data effectively, summarize and interpret information, and understand the limitations of 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. *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. *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 2013-2014.

**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 2014.

**260 Intermediate Applied Statistics** This course covers the fundamentals of conducting statistical analyses, with particular emphasis on regression analysis and linear models. Students learn to use sophisticated computer software as a tool to analyze and interpret data. *Prerequisite:* MATH 160, PSYC 201, Advanced Placement Statistics, or 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 inte-



gral calculus of vector-input, scalar-output functions. *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 2013-2014.

**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. *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 Spring; offered Spring 2014.

**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 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 2013-2014.

**321/322 Advanced Calculus I, II** This course provides a rigorous study of calculus. The course begins with a study of the real numbers and then moves on to the core topics of limits, continuity, differentiation, integration, and series. In the first semester, the focus is on functions of one variable; in the second semester, the focus is on scalar- and vector-valued functions of several variables. Additional topics may include differential geometry of curves and surfaces or vector calculus. *Prerequisite: MATH 280 and 290 or equivalents, MATH 321 for 322.* MATH 321 offered Fall only; MATH 322 offered Spring 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.* Offered every other Fall; not offered Fall 2013.

**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 2013-2014.

**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 2014.

**360 Advanced Applied Statistics** This course covers advanced methods in applied statistics, beyond those of Mathematics 260. The emphasis is on applied aspects of generalized linear models, which provide a framework for analyzing some types of data for which ordinary linear models are not suitable. The analyses will be conducted using R, so students entering the course should already have a working

knowledge of R. Topics other than generalized linear models are included as time allows, such as: time series analysis, categorical data analysis, and statistical graphics. *Prerequisite: Math 260, the equivalent, or permission of the instructor.* Offered every three years; not offered 2013-2014.

**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 course emphasizes modeling real-world phenomena throughout. Satisfies the proof-based requirement in the mathematics major. *Prerequisite: MATH 280 and 290.* Offered Spring term.

**376 Mathematical Statistics** This course introduces the theory of linear regression and uses it as a vehicle to investigate the mathematics behind applied statistics. The theory combines probability theory and linear algebra to arrive at commonly used results in statistics. The theory helps students understand the assumptions on which these results are based and decide what to do when these assumptions are not met, as it usually the case in applied statistics. Satisfies the proof-based requirement in the mathematics major. *Prerequisite: Math 375 or equivalent.* Offered Fall term.

**420 Advanced Topics in Mathematics** This course allows students to explore mathematical topics beyond those covered in the standard mathematics curriculum. Some semester-long topics include combinatorics, number theory, numerical analysis, and topology. See the department website for further information on topics to be offered during the next two years, including the prerequisites for each topic. The course may be repeated on a different topic for credit. *Prerequisites vary with topic.* Offered at least once a year; offered Spring 2014.

**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 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. *Prerequisite: MATH 280 and 290; MATH 375 recommended.* Offered every other Fall; offered Fall 2013.

**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. A weekly laboratory is required. *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 2012-2013.

**240 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, design patterns and software engineering tools. *Prerequisite: CSCI 261 with a grade of C- or better.* Satisfies a writing requirement in major contracts. Not offered 2013-2014.

**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; offered Spring 2014.

**261 Computer Science II** This course is a continuation of 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. A weekly laboratory is required. *Prerequisite: CSCI 161 or permission of 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 only.

**291 Programming Language Paradigms** Declarative programming languages are an important alternative to languages (such as C, C++, and Java) that use the more familiar imperative programming paradigm. This course introduces the functional, dataflow, and logic programming paradigms in depth through assignments in the programming languages Haskell and Prolog. These languages are based on

models of computation that are fundamentally different from the von Neumann model underlying imperative programming languages, and exposure to these new paradigms provides valuable perspective on programming and problem solving in general. *Prerequisite: CSCI 261.* Offered Spring 2014.

**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.* Offered occasionally; not offered 2013-2014.

**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 only.

**325 Network Programming** Computer networks have become a fundamental part of our everyday lives—used for everything from social networking to research and commerce. This course introduces the concepts behind modern computer networks and their implementation. It covers the software and hardware architecture of the internet, networking protocols like TCP and IP, how services like Email and the Web work, approaches for reliable and secure communication, and the details of both wired and wireless transmission. Programming exercises in Java and C++ will reinforce key concepts from the course. *Prerequisite: CSCI 240.* Offered Fall 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 MATH 335. *Prerequisite: MATH 280, 290, CSCI 161.* Usually offered every other Fall; not offered 2013-2014.

**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 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 MATH 210.* Offered occasionally; offered Fall 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; not offered 2013-2014.

**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 2013-2014.

**431 Introduction to Artificial Intelligence** This course introduces the student to the techniques of artificial intelligence. Students learn strategies for uninformed and informed (heuristic) search, knowledge representation, problem-solving, and machine learning. Additional topics may include motion planning, probabilistic reasoning, natural language understanding, and philosophical implications. *Prerequisite: CSCI 361 (may be taken concurrently) or permission of the instructor.* Offered every other Fall; offered Fall 2013.

**440 Capstone in Computer Science** The senior capstone course provides computer science majors the opportunity to integrate the knowledge that they have gained from across the curriculum. Students are encouraged to work in teams, and can pursue either an applied or theory project. Students choosing applied projects participate in the identification of a problem, develop a project proposal outlining an approach to the problem's solution, implement the proposed solution, and test or evaluate the result. Students choosing a theory project conduct original research (e.g., develop a new algorithm) and evaluate its strengths and limitations. Regardless of the choice of project, students document their work in the form of written reports and oral presentations. *Prerequisite: Senior class standing, CSCI 240, CSCI 361, or permission of instructor.* Offered each year; offered Spring 2014.

**455 Introduction to Database Management Systems** This course introduces the fundamental concepts of database management, including aspects of data models, database languages, database design, indexing, and other topics in the field. At the end of this course, students understand and apply the fundamental concepts required for the use and design of database management systems. Satisfies a writing requirement in major contracts. *Prerequisite: CSCI 261 and MATH 210.* Offered Spring 2014.

**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; offered Spring 2014.

**481 Compilers and Compiler Writing** Compilers take input programs written in a high-level language and generate equivalent programs in a low-level language. This course introduces the mathematical tools (formal languages and automata) necessary for recognizing and validating input programs and the computational techniques used to construct equivalent output programs. Students develop first-hand experience with the process by implementing a sample compiler as a course project. The tools and techniques introduced in this course can be applied across a wide range of applications. In particular, this course is valuable preparation for writing any program that needs to read and act on structured input files. *Prerequisite: CSCI 281, 240, 281, and 361; CSCI 370 is recommended.* Offered every other Spring; not offered 2013-2014.

**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 (on leave Fall 2013); Robert Hutchinson; Pat Krueger; Tanya Stambuk; Keith Ward, *Director*

Associate Professor: Gwynne Brown (on leave Spring 2014); Dawn Padula; Maria Sampen; Steven Zopfi

Assistant Professor: Gerard Morris

Artist in Residence: David Requiro

Visiting Assistant Professor: Paul Harris

Affiliate Artist Faculty: Joseph Adam; Rodger Burnett; Noelle Burns; Timothy Christie; Michael Delos; Huw Edwards; Karla Flygare; Gunnar Folsom; Tracy Knoop; 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 115 majors and 45 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 is an accredited institutional member of the National Association of Schools of Music (NASM), the accrediting agency, as recognized by the United States Department of Education, responsible for the accreditation of music curricula in higher education. 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 (keyboard, voice, 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. Courses for general university students suitable to their backgrounds and interests are offered to fulfill certain university core curriculum requirements and to serve as electives.

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 Adelphian 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. Upon transcript review, transfer students may be 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, 355, 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. Completing the performance requirements as specified under Requirements for the Major;
8. 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, 355, 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. Completing the performance requirements as specified under Requirements for the Major;
8. Recital attendance each semester;
9. 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, 355, 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. Completing the performance requirements as specified under Requirements for the Major;
8. 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. Completing the performance requirements as specified under Requirements for the Major;
7. Recital attendance each semester;
8. EDUC 419 and 420 (prerequisites for the MAT) 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. Six and one-half 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. Completing the performance requirements as specified under Requirements for the Major;
8. Recital attendance each semester;
9. EDUC 419 and 420 (prerequisites for the MAT) 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 INTN 497 or MUS 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); upon consultation with a student's academic advisor, applied music may be waived during the semester a student completes the internship;
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, 355, 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);
8. Participation for credit in a performing group each semester as specified under Requirements for the Major;
9. Completing the performance requirements as specified under Requirements for the Major;
10. 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. Completing the performance requirements as specified under Requirements for the Major;
6. 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, Form and Analysis; 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 Aural Skills 1
- 102 Aural Skills 2
- 103 Music Theory 1
- 104 Music Theory 2
- 201 Aural Skills 3
- 202 Aural Skills 4
- 203 Music Theory 3
- 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

# Music

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- 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
- 293 Beginning Choral Conducting and Rehearsal Techniques
- 390 Advanced Choral Conducting and Rehearsal Techniques
- 392 Advanced Instrumental Conducting and Rehearsal Techniques

## **Music Business**

- 327 Practicum in Music Education/Music Business
- 341 Seminar in Music Business
- 498 Music Business Internship

## **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**

- 119/319 Opera Theater
- 170/270/370 Wind Ensemble
- 172/272/372 Adelphian 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

## **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); 341.

## 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry* in the Core Curriculum section of this Bulletin for course descriptions (page 17).

### **SSI1 127 “Why Beethoven?”**

### **SSI1/SSI2 139 The Third Wave: Rock After the Beatles**

**Other courses offered by School of Music faculty.** See Connections in the Core Curriculum section of this Bulletin for course description (page 30).

### **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 Aural Skills 1** 0.5 unit 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. *Must be taken concurrently with MUS 103.* NOTE: Students planning to take this course must complete an online proficiency exam before enrolling. Contact Professor Hutchinson (rhutchinson@pugetsound.edu) for access code to register for the exam.

**102 Aural Skills 2** 0.5 unit 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. Must be taken concurrently with MUS 104. *Prerequisite: MUS101/103 or advanced placement by examination.*

**103 Music Theory 1** 0.5 unit 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. *Must be taken concurrently with MUS 101.* NOTE: Students planning to take this course must complete an online proficiency exam before enrolling. Contact Professor Hutchinson (rhutchinson@pugetsound.edu) for access code to register for the exam.

**104 Music Theory 2** 0.5 unit Study of non-chord tones, secondary chords, and modulation through analysis and four-part writing. Creation of original composition. *Must be taken concurrently with MUS 102.* *Prerequisite: MUS101/103 or advanced placement by examination.*

**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; open to non-majors.

**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; open to non-majors. *Prerequisite: MUS 113 or permission of 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. Offered spring term.

**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; not offered 2013-2014.

**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 musi-



cal epochs. The ensemble is self-conducted. May be repeated for credit. Pass-fail grading only. Offered Fall term.

**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 Aural Skills 3** 0.5 unit Chromatic exercises in sight singing, melodic and harmonic dictation, and keyboard harmony to improve overall musicianship and comprehension of music theory and literature. *Must be taken concurrently with MUS 203. Prerequisite: MUS 102 / 104 or advanced placement by examination.*

**202 Aural Skills 4** 0.5 unit 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. *Must be taken concurrently with MUS 204. Prerequisite: MUS 201 / 203 or advanced placement by examination.*

**203 Music Theory 3 0.5 unit** Chromatic exercises in sight singing, melodic and harmonic dictation, and keyboard harmony to improve overall musicianship and comprehension of music theory and literature. *Must be taken concurrently with MUS 201. Prerequisite: MUS 102 / 104 or advanced placement by examination.*

**204 Music Theory 4** 0.5 unit Study of sixteenth- and eighteenth-century counterpoint through composition and analysis; introductory jazz theory; and twentieth-century compositional techniques through analysis of selected literature. *Must be taken concurrently with MUS 202. Prerequisite: MUS 201 / 203 or advanced placement by examination.*

**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. Offered frequently; offered Spring term.

**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 fall term.

**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.

**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. Offered frequently; not offered 2013-2014.

**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. Offered frequently; not offered 2013-2014.

**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. Offered frequently; not offered 2013-2014.

**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 explore 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.

**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.

**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. Offered every other year; offered 2013-2014.

**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. Offered every other year; offered 2013-2014.

**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. *Co-requisite: To be taken concurrently with MUS 291 or 293.* Not offered 2013-2014.

**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; improvisational 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.* Offered Spring 2014.

**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.* Offered every other year; not offered Fall 2013.

**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.*

**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.* Offered frequently; not offered 2013-2014.

**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 property, artist management, concert promotion, music unions, merchandising, arts administration, the non-profit sector, the digital revolution, and the recording industry. Offered every other year; offered Spring 2014.

**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. Offered frequently; not offered 2013-2014.

**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.* Offered occasionally; offered Spring 2014.

**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 2013-2014.

**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 2013-2014.

**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 occasionally; not offered 2013-2014.

**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, reflective 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.* Offered every other year; offered Spring 2014.

**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.* Offered every other year; not offered 2013-2014.

**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 for Fall 2013: African American Music in the Concert Hall. *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** 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.*

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## NATURAL SCIENCE

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Coordinators: Joel Elliott, *Biology*; James Evans, *Physics*; Eric Scharrer, *Chemistry*; Jeff Tepper, *Geology*

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. 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 moderately in-depth study 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.

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.

## 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 (with the elective to be completed on campus at Puget Sound);
2. Two units of Chemistry: 110 and 120; or 115 and 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.

### Chemistry

Completion of a minimum of 14 units, to include

1. CHEM 115, 230; or 110, 120, 231;
2. Four additional units of Chemistry (all courses must be those normally counted toward a major);
3. Two units of Mathematics (180 or higher);
4. Two units of Physics (111/112 or 121/122) or Biology (111/112);
5. 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

1. 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;
2. No more than two 100-level Geology courses will count toward the major;
3. Two units Mathematics, MATH 110 or higher; may include CSCI 161;
4. Two units Chemistry, to include either CHEM 110 and 120 or CHEM 115 and 230;
5. 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

1. Six units of Physics (all courses must be those normally counted toward a major);
2. Four units of Mathematics, MATH 180, 181, 280 and one additional upper division (300-400 level) unit;
3. Four additional units Biology, Geology, Chemistry, Physics, or Mathematics/Computer Science. (No more than two of these may be Physics courses.)

### Notes

1. 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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**Director:** Siddharth Ramakrishnan, *Biology and Jennie M. Caruthers Chair in Neuroscience*

Advisory Committee: Roger Allen, *Physical Therapy*; David Andresen, *Psychology*; Susannah Hannaford, *Biology*; and Gary McCall, *Exercise Science*

Neuroscience Faculty: David Andresen, *Psychology*; James Bernhard, *Mathematics and Computer Science*; Cathy Hale, *Psychology*; Jung Kim, *Exercise Science*; Martins Linauts, *Occupational Therapy*; Jill Nealey-Moore, *Psychology*; 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. Additionally, the Neuroscience Program is a part of a consortium of Northwest Liberal Arts Colleges offering Neuroscience experiences. [www.pugetsound.edu/neuroscience](http://www.pugetsound.edu/neuroscience)

### 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

BIOL 340, Animal Communication

BIOL 361, Biochemical Pathways and Processes OR CHEM 461, Metabolic Biochemistry

BIOL 404, Molecular Biology

BIOL 434, Neurobiology

EXSC 221, Human Physiology

EXSC 222, Human Anatomy

EXSC 328, Neuroscience in Exercise



EXSC 424, Recent Advances in Cellular and Molecular Mechanisms of Neuroplasticity  
 EXSC 428, Advanced Neuroscience in Exercise  
 PHYS 231, Circuits and Electronics  
 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)  
 PSYCH 351, Language Development  
 PSYC 371, Cognition and Aging  
 PSYC 373 Perceiving Self and Other  
 CSCI 431, Introduction to Artificial Intelligence  
 BIOL 472, Animal Behavior

- C. NRSC 450, Senior Seminar: Special Topics in Neuroscience
- II. 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.

\*Some courses are not offered every year.

### Notes

1. Courses taken to fulfill requirements of a student's first major will not count towards the Interdisciplinary Emphasis designation.
2. Courses may be taken to fulfill both Interdisciplinary Emphasis requirements and, Core, minor, second major and university graduation requirements.
3. Internship/research may be taken for credit through the Internship Program or the student's major department.

## Course Offerings

**Other courses taught by Neuroscience faculty.** See Connections in the Core Curriculum section of this Bulletin for course descriptions.

### **CONN 303, Art-Science: Inquiry into the Intersection of Art, Science, and Technology**

Satisfies the Connection core requirement.

**201 Foundations 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.*

**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.*

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## OCCUPATIONAL THERAPY

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Professor: Anne James, *Deputy Director*; Yvonne Swinth, *Director*; George Tomlin

Associate Professor: Tatiana Kaminsky

Clinical Associate Professor: Martins Linauts

Clinical Assistant Professor and Academic Fieldwork Coordinator: Kirsten Wilbur

Clinical Assistant Professor: Sue Doyle

Visiting Clinical Assistant Professor: Lucretia Berg

### 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 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).

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. A transfer student seeking to pursue the 3-2 program would need to transfer to Puget Sound at the beginning of the sophomore year.

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 other applicants.

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 Allied Health Professions** 0.25 unit This course is an advising section for students interested in exploring allied health professions, such as nursing, occupation therapy, and physical therapy, in addition to the liberal arts and sciences. The three objectives of the course are 1) to define the roles and functions of occupational therapists, physical therapists, and other allied health professionals in a variety of settings; 2) to explore current issues in U.S. health care delivery; and 3) 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 the Occupational Therapy program nor will it meet any requirements for a degree in Occupational Therapy.

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## PHILOSOPHY

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Professor: William Beardsley; Douglas Cannon, *Chair*; Paul Loeb, *Susan Resneck Pierce Professor of Humanities and Honors*

Associate Professor: Justin Tiehen (on leave Spring 2014); Ariela Tubert

## 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 primarily 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 numbered from 300 through 390 or above 400.

## 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. Any three of PHIL 215, 219, 228, 273, 281;
2. Two additional courses in Philosophy, at least one of which must be numbered from 300 through 390 or above 400.

### 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 17).

**SSI1/SSI2 111 Life, Death, and Meaning**

**SSI1/SSI2 128 The Philosophy and Science of Human Nature**

**SSI1 173 The Posthuman Future**

### Other courses offered by Philosophy Department faculty

**HON 214, Social Scientific Approaches to Knowing**

Satisfies the Social Scientific Approaches core requirement.

**HUM 290, Introduction to Cinema Studies**

Satisfies the Fine Arts Approaches core requirement.

**PHIL 393, The Cognitive Foundations of Morality and Religion**

Satisfies the Connections core requirement.

**STS 333, Evolution and Ethics**

Satisfies the Connections core requirement.

**STS 388, The Ethics of Human Enhancement**

Satisfies the Connections core requirement.

**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; offered Spring 2014.

**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 occasionally; not offered 2013-2014.

**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 frequently; not offered 2013-2014.

**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 connection 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 Environmental Ethics** This course focuses on ethical issues that arise in the context of human relationships to nature and to non-human living things. The course explores questions such as the following: What is nature? Is nature intrinsically valuable? Should wilderness be preserved? What is biodiversity and should it be promoted? What are our moral obligations to non-human animals and to future generations? What ethical considerations arise in facing global poverty and overpopulation? Offered frequently; offered Spring 2014.

**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 frequently; offered Fall 2013.

**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 frequently; offered Spring 2014.

**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 occasionally; not offered 2013-2014.

**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 frequently; not offered 2013-2014.*

**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 frequently; not offered 2013-2014.

**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 other year; offered Fall 2013.

**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. substantialism, 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 occasionally; not offered 2013-2014.

**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; offered Spring 2014.

**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 frequently; not offered 2013-2014.

**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 frequently; not offered 2013-2014.

**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 other year; offered Fall 2013.

**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 occasionally; not offered 2013-2014.

**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 frequently; not offered 2013-2014.

**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 occasionally; not offered 2013-2014.

**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 woman-

hood 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 third year; not offered 2013-2014.

**393 The Cognitive Foundations of Morality and Religion** Cognitive science is the interdisciplinary study of the mind that exists at the intersection of philosophy, psychology, neuroscience, evolutionary biology, and anthropology among other fields. There are now burgeoning research programs devoted to developing accounts of the cognitive foundations of morality and religion. This is an upper level survey of some of the leading views from these fields. Topics to be covered may include: the role of emotions and reason in moral deliberation; the nature of our moral intuitions; whether the scientific study of the mind can help us decide between competing moral theories; whether cognitive scientific accounts of moral psychology show morality to be a sham; the elements of mind involved in the formation of religious belief; whether religion is a kind of evolutionary byproduct; whether religion is a part of human nature; and whether scientific accounts of the cognitive foundations of religion show religious beliefs to be irrational. Satisfies the Connections core requirement. Offered frequently, offered Fall 2013.

**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 causation, and the nature of consciousness. *Prerequisite: PHIL 228, PHIL 273, and any two of PHIL 215, 219, and 281.* May be repeated for credit with permission of instructor. Offered at least every two years; offered Fall 2013.

**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.* May be repeated for credit with permission of instructor. Offered at least every two years; not offered 2013-2014.

**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, personal identity and moral responsibility, 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; offered Spring 2014.

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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, Aaron Benson, Brian Billings, Steve Bowen, Jomarie Carlson, Andy Davis, Todd Erwin, Tiffany Fields, Reggie Frederick, Liana Halstead, Randy Hanson, Jacob Hobough, Sue Hubbell, Craig Kennedy, Justin Lunt, Lyle Maines, Mark Massey, Elyn Moss, Chris Myhre, Reece Olney, Mike Orechia, Loree Payne, Michael Rice, Bryan Smith, Siam JoJo Suthiboon, Kellyn Tate, 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 using free weight equipment, 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. *Prerequisite: reported good health on a physical not more than one year old.*

**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. Some course requirements to be held off campus. 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 the first half of the fall semester. 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 some food, equipment, and transportation on hikes. Offered Fall semester only.

**132 Advanced Backpacking and 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. On-the-water sails will occur on selected weekdays and weekends. 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. On-the-water sails will occur on selected weekdays and weekends. 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, history, and fundamental technique for beginning bowlers, an introduction to competitive bowling, league play, 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.

**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. 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, *Neuroscience Program*; Jennifer Hastings, *Director*

Clinical Associate Professor: Robert Boyles (on leave Fall 2013); Danny McMillian; Ann Wilson, *Director of Clinical Education*

Assistant Professor: Julia Looper

Clinical Assistant Professor: Sara Shapiro

Visiting Clinical Assistant Professor: Karin Townson

### 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 to 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 110/120 (General Chemistry I & 2); or CHEM 115/120 (Integrated Chemical Principles and Analytical Chemistry); PHYS 111/112 (General College Physics); or PHYS 121/122 (General University Physics) EXSC 221/222 (Human Anatomy and Physiology); MATH 160 (Introduction to Applied Statistics) or equivalent; and any one of SOAN 206 (Deviance and Social Control), SOAN 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. (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, see the Applying to the School of Physical Therapy Web site at <http://www.pugetsound.edu/admission/apply/graduate-students/physical-therapy/>. 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.

The Physical Therapy Program does not offer undergraduate courses; however, undergraduates interested in physical therapy may benefit from OT 101 Introduction to Allied Health Professions (see page 241).

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## PHYSICS

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Professor: Gregory Elliott (on leave Fall 2013); James Evans; Andrew Rex, *Chair*

Associate Professor: Amy Spivey; Rand Worland

Assistant Professor: David Latimer

Visiting Assistant Professor: Tsunefumi Tanaka

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 degree is 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. The Bachelor of Arts degree for dual degree engineering students is appropriate for students who are interested in undergraduate studies in physics and who complete their studies at an engineering institution through the DDE program.

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, 352, and 411, and one elective at the 200 level or higher and one elective at the 300 level or higher from: 209, 231, 299, 310, 322, 412, 494
2. MATH 180, 181, 280, 290, and 301.

### Bachelor of Arts (Engineering, Dual Degree)

Degree is awarded upon completion of Baccalaureate in Engineering.

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 110/120 or 115/230; and
4. CSCI 161, or equivalent.

## 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 17).*

### SSI/SSI2 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 30).

**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. not offered 2013-2014.

**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. Offered occasionally; not offered 2013-2014.

**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. Offered frequently; offered Spring 2014.

**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. *Prerequisite: PHYS 111 or 121 is a prerequisite for PHYS 112.* 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 181PH. 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; not offered 2013-2014.

**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; not offered 2013-2014.

**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. Offered occasionally; offered Spring 2014.

**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.* Offered occasionally; offered Fall 2013.

**221 Modern Physics I** The physics of waves is studied with emphasis on the nature of light, including 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. *Prerequisite: PHYS 112 or 122.* Offered frequently; not offered 2013-2014.

**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. Offered frequently; offered Spring 2014.

**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 and MATH 301 (may be concurrent), 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.* Offered every other year; not offered 2013-2014.

**322 Experimental Physics** An introduction to experimental physics, involving independent work on several physical systems. *Prerequisite: PHYS 221 or permission of instructor.* Offered every other year; offered Spring 2014.

**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 (may be taken concurrently).* Offered occasionally.

**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.* Offered occasionally.

**411/412 Quantum Mechanics** This is a mathematical development of the quantum theory of matter. *Prerequisite: PHYS 305, PHYS 351, and MATH 301, or permission of instructor.* Offered occasionally.

**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; Donald Share; David Sousa, *Chair*

Associate Professor: Rachel DeMotts, *Mellon Associate Professor of Global Environmental Politics*; Lisa Ferrari, *Associate Academic Dean*; Robin Jacobson; Alisa Kessel, *Phibbs Professor of Political Theory*; Daniel Sherman; Seth Weinberger

Visiting Assistant Professor: Kelly Erickson

## 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, 344, 346  
Comparative Politics: PG 321, 323, 325, 326, 328, 336, 337, 347, 360, 361, 372, 378, 380, 381, 382; IPE 380  
International Relations: PG 331, 332, 333, 334, 335, 336, 337, 338, 339, 343, 360, 361, 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.

**Other courses offered by Politics and Government Department faculty.** See Connections in the Core Curriculum section of this Bulletin for course descriptions (page 30).

**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 concepts 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: majors only; any two 100-level PG courses. This course should be taken before the junior year.*

**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. Offered every year; not offered 2013-2014.

**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 2013-2014.

**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 occasionally; not offered 2013-2014.

**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. Usually offered every other year; not offered 2013-2014.

**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 presi-



dential leadership and the workings of the legislative and executive branches. Prospective students may wish to consult the instructor. *Prerequisite:* PG 101. Offered every other year; offered Fall 2013.

**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 Spring 2014.

**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; not offered 2013-2014.

**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; offered Spring 2014.

**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 2014.

**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 2013.

- 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; offered Spring 2014.
- 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 2014.
- 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; not offered 2013-2014.
- 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; offered Spring 2014.
- 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; not offered 2013-2014.
- 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 2014.
- 328 Theories of Comparative Political Economy** This course offers an intellectual history of the evolution of the interdisciplinary research program known as comparative political economy. Students examine the classical theories of eighteenth and nineteenth century political economy and political sociology (Smith, Marx, Spencer, Durkheim, Weber), post-WWII neo-classical theories of modernization and development, and theoretical approaches at the global level in the wake of the collapse of the dominant modernization paradigm. Students then apply these theories to contemporary puzzles of political economic change and address the broader issue of the growth of knowledge in the social sciences. *Prerequisite: PG 102 or permission of instructor.*

**330 Nuclear Politics** Nuclear weapons have transformed international politics. While we all live under the shadow of nuclear annihilation we also 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. Offered occasionally; offered Spring 2014.

**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; offered Spring 2014.

**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; offered Spring 2014.

**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 2013-2014.

**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 2013-2014.

**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; offered Fall 2013.

**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 2013.

**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 2013-2014.

**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 2013.

**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. Offered occasionally; offered Fall 2013.

**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; not offered 2013-2014.

**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 2013.

**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 gov-

ernance in our time. Central themes include freedom, justice, identity, citizenship, collective decision-making, and the state. *Prerequisite:* PG 104. Offered every year; not offered 2013-2014.

**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 2013-2014.

**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 2013-2014.

**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. Offered occasionally; not offered 2013-2014.

**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. Offered every other year; offered Spring 2014.

**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; offered Fall 2013.

**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).*

**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 2013-2014.

**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 every year; not offered 2012-2013.

**360 Israel, Palestine and the Politics of the Middle East** This course focuses on the conflict between Israel and the Palestinians, and the relationship between this conflict and the politics of the Middle East. The course will begin with an overview of the emergence of the Israeli state, and the competing national identities of the Palestinian and Israel people. The subsequent wars between Israel and its neighbors will also be considered, as well as the emergence of terrorism as a political tool. This will be followed by an analysis of the peace process between Israel, the Palestinians and neighboring states, as well as the domestic institutions and issues within Israel, the West Bank, and Gaza. The course will conclude with a discussion of the obstacles to peace between Israelis and Palestinians and between Israel and other. *Prerequisite: PG 102.* Offered every year; offered Fall 2013.

**361 Iran and the Politics of the Persian Gulf** This course focuses on Iran and its relationship with its neighbors in the Persian Gulf and beyond. The course will begin with an investigation of the emergence of modern Iran, including the development of the Iranian state and national identity. The course will then focus on the origins of the 1979 Iranian Revolution, looking at the impact of ideological and religious forces in the overthrow of the previous regime. This will be followed by a discussion of how the Iranian

Revolution affected regional politics, including the rise of political Islam and the use of terrorism as a political tool. Current political institutions and issues in Iran will also be given attention, as well as the relationship between Iran and other actors, including Saudi Arabia, Israel, and the United States. The course will conclude with an analysis of the prospects for political change in Iran. *Prerequisite: PG 102.* Offered every year; offered Spring 2014.

**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; offered Fall 2013.

**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 year; offered Fall 2013.

**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; offered Fall 2013.

**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 2012-2013.

**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; offered Fall 2013.

**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.

**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 Spring 2014.

**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; offered Fall 2013.

**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; offered Spring 2014.

**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 2013-2014.

**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 2013.

**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: Catherine Hale; Sarah Moore (*on leave 2013-2014*); Mark Reinitz; Carolyn Weisz; Lisa Fortlouis Wood

Associate Professor: David Andresen (*on leave Fall 2013*); David Moore, *Chair*; Jill Nealey-Moore

Assistant Professor: Tim Beyer; Erin Colbert-White

Visiting Assistant Professor: Cynthia Clark; 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.** Non-majors 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. Non-majors 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. Non-majors 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 17).*

### SSI1 145 Issues and Controversies in Clinical Psychology

**Other courses offered by Psychology Department faculty.** See Connections in the Core Curriculum section of this Bulletin for course descriptions (page 30).

#### CONN 320, Health and Medicine

Satisfies the Connections core requirement.

#### CONN 325, The Experience of Prejudice

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.* Offered each semester.

**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, usually once per year.

**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; offered Spring 2014.

**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 2013.

**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; not offered 2013-2014.

**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 natu-

ral 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: BIOL 101 or equivalent, PSYC 101.* Offered occasionally; not offered 2013-2014.

**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 once per year; offered Spring 2014.

**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 230, 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 Fall 2013 and Spring 2014.

**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. Offered Fall 2013 and Spring 2014.

**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 2013-2014.

**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 230 is suggested. *Prerequisite: PSYC 201 or permission of instructor.* Offered each year; offered Spring 2014.

**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 2013-2014.

**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 2013 and Spring 2014.

**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.* Usually offered each year; not offered 2013-2014.

**350 Developmental Psychopathology** Mental health disorders among children and adolescents are pervasive. Youth violence is a serious social problem. This course examines the etiology, diagnosis, 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 2013.

**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 Fall 2013.

**356 Fundamentals of Neuropsychology** Neuropsychology is the study of how the systems of the brain work together to support thought and behavior. Neuropsychologists often infer the function of a particular brain region by assessing the type of dysfunction expressed after damage to that brain area following a stroke or head trauma. In this course, students learn basic neuroanatomy, clinical assessments, and the functional delineations of the brain's cortex. Topics may include split-brain patients, language disorders, perceptual agnosias, Parkinson's Disease, attentional neglect, phantom-limb syndrome, and memory loss. *Prerequisite: PSYC 230.* Usually offered each year; not offered 2013-2014.

**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. *Not offered 2013-2014.*

**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.* Usually offered every two years; not offered 2013-2014.

**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. Usually offered every two years; not offered 2013-2014.

**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; offered Spring 2014.

**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.* Offered every two years; offered Spring 2014.

**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.* Offered once per year; offered Spring 2014.

**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 a 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. Interested students must complete an application to be submitted early in the Fall term of their senior year.* 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, *John B. Magee Professor of Science and Values*; Judith Kay (on leave Spring 2014); Stuart Smithers, *Chair*

Associate Professor: Greta Austin; Jonathan Stockdale

Assistant Professor: Matthew Ingalls (on leave Fall 2013)

Visiting Associate Professor: 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
- 211 Islam in America
- 212 The Religion of Islam
- 222 Jihad and Islamic Fundamentalism
- 310 Christianity and Law in the West
- 312 The Apocalyptic Imagination
- 322 An Introduction to Islamic Law
- 342 Sufism
- 350 Mysticism: The Spiritual Search in the Christian Tradition
- 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
- 311 Tolstoy, Ghandi, and King: Prophets of Non-Violent Social Change
- 315 Contemporary Jewish Thought
- 361 Heroes of Integrity

# Religion

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- 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
- 420 Law and Religion
- 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
- 304 Capital and Captivity
- 340 Imagining Religion: Scholars, Theories, and Cases in the Study of Religion
- CONN 344 Magic and Religion
- 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 (usually taken sophomore or junior year)

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, HIST 350, HIST 393.
3. Only grades of C (2.00) or higher count toward the major or minor.

## 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 17).*

### **SSI1/SSI2 102 Rhetoric and Religion**

### **SSI1/SSI2 130 Lies, Secrets, and Power**

### **SSI1/SSI2 150 Exploring Bioethics Today**

**Other courses offered by Religion Department faculty.** See Connections in the Core Curriculum section of this Bulletin for course descriptions (page 30).

### **CONN 302 Ethics and the Other**

Satisfies the Connections core requirement.

### **CONN 318 Crime and Punishment**

Satisfies the Connections core requirement.

### **CONN 344 Magic and Religion**

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. Offered frequently; offered Fall 2013.

**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. Offered frequently; offered Spring 2014.

**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. Offered frequently; offered Fall 2013 and Spring 2014.

**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. Offered occasionally; not offered 2013-2014.

**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. Offered Fall 2013 and Spring 2014.

**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. Offered frequently; offered Fall 2013.

**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, me-

divial 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. Offered occasionally; not offered 2013-2014.

**211 Islam in America** This course surveys Muslim life and religious movements connected to Islam in North America, tracing the history of Islam on the continent from the Atlantic slave trade to the post-9/11 era. It investigates the many ways in which Islam, as both a religion and an idea, has appeared on the American horizon and in the American imagination. Through course exams, assignments, and papers, students are able to appreciate and reflect concretely in their writing on the cultural and socio-economic differences that have shaped American Muslim views on religion and identity. They do so by citing historic cases, autobiographical testimonies, and current observable practices. Through the briefs and presentations they produce, they also take part in a major semester-long group project in which issues of belonging and community are mapped out in real spaces. Satisfies the Humanistic Approaches core requirement. Offered frequently; not offered 2013-2014.

**212 The Religion of Islam** With approximately 6 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. Satisfies the Humanistic Approaches core requirement. Offered every year; offered Spring 2014.

**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. Offered frequently; offered Spring 2014.

**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. Offered Frequently; offered Fall 2013.

**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 in the context of white supremacy. The course then turns to healthcare justice in a global context. 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 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. Offered frequently.

**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; not open to students who have taken SSI1 150. Offered frequently; offered Fall 2013.

**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. Offered occasionally; offered Fall 2013 and Spring 2014.

**304 Capital and Captivity** Capital and Captivity is an upper-level introduction to the study of Capital and its modern development, especially as it relates to race and class. The seminar examines philosophical concepts central to Marx’s theories of capital and capitalism regarding issues of human potential for freedom and happiness. Central ideas to be discussed are alienation, slavery, race, class, labor, surplus value, machines, money, debt, capitalist accumulation, and communism. This seminar includes a substantive Marxist critique of modes of control and domination in contemporary society, including a critique of incarceration and race. Cross-listed as AFAM 304. Offered frequently; offered Spring 2014.

**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 occasionally; not offered 2013-2014.

**311 Tolstoy, Gandhi, and King: Prophets of Non-Violent Social Change in the 20th Century** This course examines the religious and ethical justifications for non-violence as a tool of resistance and social change in the twentieth century through the study of the lives and writings of Leo Tolstoy, Mohandas Gandhi, and Martin Luther King Jr. Students study these activists within their historical context by reading their autobiographies and examining the religious foundations—Christian and Hindu—of their teachings. A Buddhist approach to nonviolent social change, in the work of Thich Nhat Hanh, is also examined. The course assesses the prospects for nonviolent change in the twenty-first century. Offered occasionally; not offered 2013-2014.

**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 occasionally; not offered 2013-2014.

**315 Contemporary Jewish Thought** This course acquaints students with major figures in Jewish theology and ethics in the modern and contemporary periods. Students begin their exploration with the challenges that the Enlightenment posed for Jews, which were addressed by the influential rationalist thinkers such as Baruch Spinoza. The course then examines the existentialist and experiential reaction to these rationalists such as Martin Buber and Abraham Joshua Heschel. The course then turns to post-Holocaust Jewish thought, an exploration of Jewish feminism, contending views on Jewish liberation, and the prospects for a Jewish-Black alliance. Offered occasionally; not offered 2013-2014.

**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 occasionally; not offered 2013-2014.

**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 elaboration within 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. Offered occasionally; offered Spring 2014.

**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 occasionally.

**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 frequently; offered Fall 2013.

**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. Offered occasionally; not offered 2013-2014.

**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 occasionally; not offered 2013-2014.

**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 frequently; not offered 2013-2014.

**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 virtuosi 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 occasionally; not offered 2013-2014.

**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. Usually offered only as part of the Pacific Rim/Asian Study 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 year; offered Fall 2013.

**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. Offered occasionally; offered Spring 2014.

**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. Offered occasionally; offered Spring 2014.

**361 Heroes of Integrity** In this course, selected religious leaders and activists 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 and social change. Offered occasionally; not offered 2013-2014.

**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.* Offered occasionally; not offered 2013-2014.

**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.* Offered frequently; offered Fall 2013.

**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, sociology and anthropology, philosophy, or feminist political theory is helpful, as well as a facility with writing. Counts toward the minor in Gender Studies. Offered frequently; not offered 2013-2014.

**410 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 and permission of the instructor.* Offered occasionally; offered Fall 2013.

**420 Law and Religion** Notwithstanding the many attempts around the world to separate them, the spheres of law and religion repeatedly overlap in their histories and will continue to intersect into the foreseeable future. Both spheres reflect the deepest of humanistic concerns; both serve as arenas for contesting and projecting the authority of individuals, institutions, and texts within all human contexts. Law and religion chart the contours of our personal, social, and civilizational identities along with the relationships between these identities and their relation to the other, both in its sentient and non-sentient forms. This seminar examines the intersection of law and religion within a broad sampling of historical and contemporary contexts. It does so with the goal of identifying the questions and debates that account for these intersections. The first half of the course surveys the most influential legal systems that are grounded in what is known conventionally as a religious tradition. The second part of the course turns its attention to what is known conventionally as secular models of law to discern how such models define religion and locate themselves in relation to it. Offered occasionally; offered Spring 2014.

**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 occasionally.

**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 and permission of instructor.* Offered frequently; not offered 2013-2014.

**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 and permission of instructor.* Offered every year; not offered 2013-2014.

**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 occasionally; not offered 2013-2014.

**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.* Offered occasionally.

**495/496 Independent Study**

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## SCIENCE, TECHNOLOGY, AND SOCIETY

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Director: James Evans

Associate Professor: Kristin Johnson

Assistant Professor: Amy Fisher

Advisory Committee: Douglas Cannon, *Philosophy*; James Evans, *Physics / Science, Technology, and Society*; Amy Fisher, *Science, Technology, and Society*; Barry Goldstein, *Geology*; Wade Hands, *Economics*; Suzanne Holland, *Religion*; Kristin Johnson, *Science, Technology, and Society*; Justin Tiehen, *Philosophy*

### 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 344, History of Ecology
  - STS 345, Physics in the Modern World: Copenhagen to Manhattan
  - STS 347, Better Living Through Chemistry: Studies in the History and Practice of Chemistry
  - STS 348, Strange Realities: Physics in the Twentieth Century
2. Special Topics in Science, Technology, and Society
  - 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
  - PHIL 219, Seventeenth and Eighteenth Century Philosophy
  - PHIL 330, Epistemology: The Theory of Knowledge
  - PHIL 332, Philosophy of Science
  - PHIL 338, Space and Time
  - SOAN 360, Sociology of Health and Medicine (credit for SOAN 360 will not be granted to students who have received credit for CONN 320)
  - STS 318, Science and Gender
  - STS 338, Apes and Angels, 1789-1882
  - 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
  - ENVR 322, Water Policy
  - ENVR 325, Geological and Environmental Catastrophes

ENVR 335, Thinking about Biodiversity  
 HIST 364, American Environmental History  
 PHIL 285, Morality and the Environment  
 PHIL 393, Cognitive Foundations of Morality and Religion  
 REL 292, Basics of Bioethics  
 SOAN 352, Work, Culture, and Globalization  
 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions* (page 17).

### SSI/SSI2 140 Electric Bodies: Experiment in the Age of the Enlightenment

**Connections courses.** See Connections in the Core Curriculum section of this Bulletin for course descriptions (page 30).

#### 314 Cosmological Thought

#### 318 Science and Gender

#### 330 The Idea of Evolution

#### 333 Evolution and Ethics

#### 340 Finding Order in Nature

#### 345 Physics in the Modern World: Copenhagen to Manhattan

#### 347 Better Living Through Chemistry: Studies in the History and Practice of Chemistry

#### 348 Strange Realities: Physics in the Twentieth Century

#### 352 Memory in a Social Context

#### 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 theology, 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 2012.

**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 2012-2013.

**338 Apes and Angels, 1789-1882** This course examines the relationship between the theory of evolution and British intellectual, cultural, and political history in the nineteenth century. Beginning with the political use of evolutionary conceptions of nature during the French revolution and the response, the course examines the historical context in which Darwin's and other's works on evolution were produced and received in the nineteenth century. In doing so this course explores the relationship between science and society in the modern era, with particular attention to how visions of 'Man's place in nature' intersected with theological, political, and social visions. By placing Darwin's *On the Origin of Species* and *The Descent of Man* in historical context, the course serves as an intellectual and cultural history of Britain during a profoundly transformative century through focusing on a scientific idea and its relation to society. Students may not receive credit for both STS 144 and STS 338. Offered each year.

**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 2012-2013.

**347 Better Living Through Chemistry: Studies in the History and Practice of Chemistry** "Better things for better living...through chemistry" was a popular slogan used by DuPont in the mid-to-late twentieth century to market laboratory-developed products. Increasingly, concerns have been raised



about the merits and consequences of chemicals in our food, goods, and environment. This class analyzes how we know what we know about chemistry, and how studies of the very small shape fundamental questions about the world, e.g. what is natural, what is artificial, does the difference matter, and if so in what contexts? By investigating a series of historical episodes that highlight some of the key intellectual, social, and political challenges of the nineteenth and twentieth centuries, this course examines how we learn about, modify, and relate to our environment chemically. From the development of the periodic table to the study of pollution, this course encourages students to gain an appreciation for the science of chemistry while engaging in cross-disciplinary dialogue about ways in which chemistry affects our daily lives. Satisfies the Connections core requirement.

**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 2012-2013.

**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 2012-2013.

**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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## SOCIOLOGY AND ANTHROPOLOGY

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Professor: Richard Anderson-Connolly, *Chair*; Leon Grunberg; Sunil Kukreja, *Associate Academic Dean and Dean of Graduate Studies*; Marge Nowak

Associate Professor: Gareth Barkin; Monica DeHart; Andrew Gardner (on leave Fall 2013); Benjamin Lewin

Assistant Professor: Jennifer Utrata

Visiting Assistant Professor: Denise Glover

### About the Department

**Note: Prior to 2013-2014, the Department of Sociology and Anthropology was known as Comparative Sociology.**

The disciplines of sociology and anthropology provide the foundation for an integrated curriculum in the Department of Sociology and Anthropology 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 sociology and anthropology 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 sociology and anthropology courses as part of their liberal arts education—the Sociology and Anthropology 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 Sociology and Anthropology consists of eleven courses:

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

Elective Courses: Four courses in Sociology and Anthropology, 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 Sociology and Anthropology offerings. The Seminars in Scholarly Inquiry are not included in this limit.

## Requirements for the Minor

A minor in Sociology and Anthropology 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 Sociology and Anthropology 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.

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 17).*

### SSI1 174 Lethal Othering: Critiquing Genocidal Prejudice

**Other courses offered by Sociology and Anthropology Department faculty.** See Connections in the Core Curriculum section of this Bulletin for course description (page 30).

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

Satisfies the Connections core requirement.

### CONN 480, Informed Seeing

Satisfies the Connections core requirement.

### 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 occasionally.

**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 thematic areas 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.

**217 International Research Proposal Workshop** 0.25 activity unit. This course is designed to guide students through the process of preparing and submitting a proposal for independent research in a foreign/international setting. The course functions as a workshop: students identify potential funding sources, develop relevant proposals, refine those proposals in a collaborative workshop setting, and coordinate with Puget Sound Fellowships Office when appropriate. The class meets monthly, and enrollment is limited. *Prerequisite: permission from instructor.*

**225 Asian Medical Systems** A basic introduction to three traditional medical systems of Asia: Ayurveda, Chinese medicine, and Tibetan medicine. The course examines theoretical underpinnings, trainings of practitioners, materials and techniques utilized in treatment, and important historical developments in each system. Additionally, the course explores issues of the interface between biomedicine and these systems, and larger issues of globalization in the practice and consumption of traditional medicines. Taking an anthropological approach, the course aims to understand each system from within itself while also paying close attention to the social and cultural conditions under which each system has thrived and has also faced challenges. The course examines how systems of healing are both biologically and culturally based, and considers how these medical systems relate to issues of national identity and global politics.

**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 occasionally; offered Fall 2012.

**235 Linguistic Anthropology** This course is an introduction to the sub-discipline of linguistics within the broader discipline of anthropology. The course covers methods used and theories formulated in the study of language in anthropology. These include the structure of language; language through history; a comparison between human and non-human modes of communication; the innate human capacity for language; the relationship between language, thought, and culture; and the study of language, power, and identity. A cross-cultural perspective is emphasized in this class. Offered every other year.

**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.

**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: SOAN 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 Paolo 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: SOAN 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 SOAN 200 (Cultural Anthropology), and a panel of two faculty members (the instructor and one other member from Sociology and Anthropology 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 occasionally.

**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 SOAN 200, or permission of instructor.* Offered occasionally.

**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.

**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. *Prerequisite: IPE 201 or any 200-level SOAN course.* 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.

**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 2012-2013.

**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 comparative perspective and to investigate in some depth the social systems in a variety of countries. Offered occasionally.

**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; SOAN 200 or 204 or 295 strongly recommended.* Offered occasionally.

**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.

**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 SOAN 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.

**390 Men and Masculinities** This course offers a critical analysis of what it means to be a man using a sociological lens. Feminist scholars made gender visible, problematizing both femininities and masculinities in order to challenge and transform unequal gender relations. Yet until recent decades, men were rather invisible as men, as gendered beings, in academic research. Building on the insights of gender studies, the course emphasizes the socially constructed, power-laden, and historically and culturally variable character of masculinities in its multiple forms. Readings highlight the individual, interactional, and institutional processes through which men become men and "do masculinity" in relation to both women and other men. Using an intersectional approach, the course also explores how masculinities are shaped by other axes of difference and inequality, including class, race/ethnicity, sexual orientation, and age. Masculinities are analyzed across multiple contexts over the life course, including intimate relationships, schools, families, workplaces, and organizations. Diverse forms of masculinities in the United States as well as masculinities in Mexico, Russia, and Western Europe will be considered.

**407 Political Ecology** Political ecology is an active interdisciplinary framework with foundations in anthropology, geography, environmental studies and the biological sciences. Its central contention is that our understanding of environmental issues and environmental change must include an analysis of the social, political, economic, and cultural context in which they are produced. Through a set of advanced readings in the social sciences, students become familiar with the genealogy of this interdisciplinary approach, the keystone texts that inform contemporary political/ecological work, and the new directions that comprise the cutting edge of political ecology. Recurring themes in the reading list will examine indigenous peoples struggle over resources, the construction of nature through the capitalist lens, and an examination of sustainability in both discourse and practice. Students conduct original ethnographic research that builds upon these areas of interest. Advanced coursework in anthropology, sociology, and/or international political economy is strongly recommended. Crosslisted with IPE 407.

**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.

**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.

**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: SOAN 295, 301, and 302; instructor permission required.*

**491 Senior Thesis II** This course is a continuation of SOAN 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: SOAN 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 Sociology and Anthropology 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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## 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 150).

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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.
4. 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

1. 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.
2. 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.
3. A Senior Project (SIM 490). Public presentation is required in the second semester, senior year.
4. A grade of C or higher in each course applied to the SIM.

### Application

1. 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 that at minimum addresses the type of degree typically granted by the disciplines represented or for a similar degree at other universities and, if a BS is proposed, the extent to which the proposed SIM prepares the candidate to do advanced research.

2. The application must include a letter from each faculty member on the proposed SIM advisory committee evaluating the merits of the proposal and specifically explaining the following: how particular courses in the proposed degree program provide a thorough grounding in methodology in the contributing disciplines along with exposure to the breadth and depth of the major; faculty preparation to support the proposed degree program; and a plan for how frequently the student, advisor, and full committee will meet (with an expectation that the full committee will meet at least once per year, excluding their presence at the student's public presentation of research).
3. 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.*

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## STUDENT AFFAIRS COURSE

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**201 Leadership and Critical Thinking** 0.25 unit To develop critical reading, writing, and speaking skills, this course takes on a cross-disciplinary approach to evaluating leadership in a vastly interconnected world. This course introduces students to contemporary scholarship in the field of leadership studies and asks them to apply aspects of that research to case studies in contemporary society. Students evaluate their own leadership style and apply concepts learned to a real world project. *Prerequisite: open only to members of the University of Puget Sound Leadership Cohort.*

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## STUDY ABROAD

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### Mission

The University of Puget Sound recognizes the importance of intercultural understanding in the liberal arts education and offers study programs in many locations worldwide. 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.

## Programs

Puget Sound supports a wide variety of study abroad programs offered by both the University of Puget Sound and program providers. Visit the International Programs Web page ([www.pugetsound.edu/study-abroad](http://www.pugetsound.edu/study-abroad)) for more information on study abroad programs, Puget Sound procedures, and deadlines for studying abroad.

## Application for Study Abroad

In order to study abroad through the University of Puget Sound, a student must meet the following requirements:

- Be at least a second-semester sophomore in order to study abroad the following fall or spring semester.
- Have no financial holds and be in good academic standing at the time of the application.
- Meet the relevant study-abroad program GPA and academic requirements.
- Be enrolled on campus at Puget Sound the semester when applying and the semester before going abroad.
- Have a cumulative GPA of at least 2.0 and a term GPA of at least 2.0 for the semester prior to studying abroad.

In addition, the following conduct issues may limit a student's eligibility to study abroad:

- A student on conduct probation at the time of application is required to write a letter explaining why his or her study-abroad application should be considered. The International Education Committee will review the letter and determine whether the application can proceed.
- A student placed on conduct probation for a period of time that will include the start date of the study-abroad program will not be allowed to study abroad.

## Study Abroad Finances

### Fall and Spring Programs

Regardless of the program, all students are charged:

- Puget Sound tuition
- Puget Sound housing (exception: St. Olaf Budapest program)
- Puget Sound student government fee

If the program provides a meal plan, the student will also be charged Puget Sound board. For example, if the student lives with a host family who provides two meals a day, the student would be charged 2/3 of Puget Sound board fee.

Puget Sound students **do not** pay the program price or tuition directly to the international university or program provider. *Students are billed by Puget Sound.*

### Federal and State Financial Aid

For eligible students, this aid may be used for Puget Sound study abroad programs. Work study does not apply.

### Puget Sound Scholarships and Grants

Available for use on study abroad programs to students **who demonstrate financial need.**

- Students who complete the Free Application for Federal Student Aid (FAFSA) and demonstrate financial need may use, in conjunction with federal and state aid, their Puget Sound scholarships and grants **up to their level of financial need**.
- Students who **do not complete the FAFSA** or do not demonstrate financial need **are not eligible** for Puget Sound scholarships during their semester abroad.

*Students should consult with Student Financial Services to determine the amount of Puget Sound scholarships and grants available for study abroad.*

### **Determining Financial Need**

Student financial need is determined by subtracting Expected Family Contributions (EFC) from the cost of attendance.

### **Summer Study Abroad Programs**

All students participating in summer study abroad programs will be billed for their program costs through Puget Sound.

Students will pay:

- The cost of the program (listed on the provider's website)
- A \$500 administrative fee

The payment deadline for summer study abroad programs is the first day of Summer Term 1. Deposit deadlines, tuition, and terms for each program will be detailed on the student's International Programs Financial Agreement.

If the summer study abroad program is worth two or more academic units, students may be eligible to borrow up to 1/3 of their federal loans for the academic year. **No institutional aid is available for summer study abroad.** To apply for summer financial aid, complete the Summer AFA (found on the Office of International Programs website and the Student Financial Services website).

### **Study Abroad Transfer Credit**

In order to determine the credits a student may receive from a study abroad program, students must complete a study abroad course evaluation form. Official transfer credit decisions are made by the Transfer Evaluator. Faculty advisors can give students quality academic and vocational advice, but final transfer credit determinations for any particular study abroad class will be provided in writing from the Transfer Evaluator after the student submits a Study Abroad Course Evaluation Request form. Students should submit a completed form to the Transfer Evaluator well in advance of the program start date.

Students are encouraged to talk to their faculty advisor and can meet with the Transfer Evaluator in the Registrar's Office (Jones 13) if they have further questions.

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## THEATRE ARTS

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Professor: Geoffrey Proehl, *Chair*

Associate Professor: Kurt Walls

Assistant Professor: Sara Freeman, Jessica Smith

### 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 the department website 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, 377, 379, or 475; and one additional THTR unit other than 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, 377, 379, or 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.



**Other courses offered by Theatre Arts Department faculty**

**Seminars in Scholarly Inquiry.** See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 17).

**SSI1/SSI2 101 Dionysus and the Art of the Theatre****SSI1 190 Translation on Stage: Language, Culture, and Genre****SSI2 190 Sources and Adaptations**

**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 introduced to, among other approaches, to the Stanislavsky system of acting. Participation includes acting in scenes and rigorous physical activity. *Prerequisite: permission of instructor.* Students must also register for the 110 lab.

**210 Acting II: Characterization and Craft** This course offers a deeper exploration of 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 exploring stage dialects, improving voice and movement, and writing about the process of acting. Participation includes extensive scene and voice work (and rigorous physical activity). *Prerequisite: THTR 110.* Students must also register for the 210 lab.

**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 aesthetics and traditions of 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, play going, 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 departmental production. May be repeated for credit.

**306 Playwriting** This course examines 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 their original short plays. Crosslisted as ENGL 306. *Prerequisite: one of the following: THTR 371, 373, 475; ENGL 341, 351, 353, and permission of instructor.* Offered frequently; offered Spring 2014.

**310 The Actor and the Classic Repertoire** This language-based acting approach is designed to give contemporary actors the tools for performing in classic plays by Shakespeare and other pre-twentieth century playwrights. Students study integration of language and the body, voice exercises, actor-oriented text analy-

sis, scansion, rhetoric, and cold-reading techniques for verse—all of which are also useful for acting modern plays. Exercises include focused work on auditioning, period movement, and stage combat. *Prerequisite:* THTR 110. Students must also register for the 310 Lab. Offered frequently; offered Spring 2014.

**313 Directing** An introduction to the process of theatrical direction through an intensive practicum in the three major ‘roles’ of the director—the artist, teacher, and administrator. Special attention to directorial ethics, the nature of collaboration with other theatrical artists, and working with actors. The course culminates with a full production of student-directed one-act plays. *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; not offered 2013-2014.

**323 Projects in Dramaturgy** This seminar serves students interested in better understanding dramaturgy 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: devising, new play development, re-imagining the classics, and theatre education. *Prerequisite:* THTR 110 and at least one theater history class OR permission of instructor. Offered occasionally; not offered 2012-2013.

**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. Offered occasionally; offered Fall 2013.

**373 Theatre History II: Late Seventeenth- to Contemporary Theatre** Through dramaturgical analysis, studies of artist biography, and creative projects, students explore how, why, when, and where people have made theatre from the mid-seventeenth century to the contemporary moment. Encompassing Western and non-Western traditions, the class emphasizes the discontinuities produced by European modernism and asks students to trace genealogies influencing theatre today. By the end of the semester, students will articulate their visions for theatre in the future. Offered occasionally; offered Spring 2014.

**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. Taught in rotation

with World Theatre II: Asian Theatres and World Theatre III: Voice of the Americas. Offered occasionally; not offered 2013-2014.

**377 World Theatre II: Asian Theatres** Through the lens of tradition and innovation, this course surveys dramaturgies of Asian theatres from classic forms – Sanskrit drama, Chinese opera, Noh, and Kabuki – to contemporary play scripts by Asian American/Canadian authors. Students analyze texts, watch films, rehearse scenes, and engage in research. They also, as possible, attend live performances and participate in sessions with guest artists or scholars. This class – taught in rotation with World Theatre I: African Diaspora and World Theatre III: Voice of the Americas – develops and deepens skills in close reading, research, writing, dramaturgy, and theatre making. Offered occasionally; not offered 2013-2014.

**379 World Theatre III: Voices of the Americas** Through the lens of tradition and innovation, students explore the dramaturgy of plays from throughout the Americas - analyzing dramatic texts, watching videos/films, 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 dramaturgy and theatre making, as well as close reading, writing and research. Taught in rotation with World Theatre I: African Diaspora and World Theatre II: Asian Theatres. Offered occasionally; offered Fall 2013.

**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.*

**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.* Offered occasionally; not offered 2013-2014.

**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; not offered 2013-2014.

#### **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.*

## 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 relationship between students and faculty; students, comfortable with an advisor they have come to know as teacher, find it easy to discuss not only which classes to take next term but also which academic programs and career paths to consider. In some cases, 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 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 declare 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 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.

### **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 twelve courses before taking the Medical College Admission Test (MCAT): BIOL 111 and one additional biology course (Cell Biology - 212 is recommended); introductory chemistry (two courses); organic chemistry (CHEM 250, 251); physics (PHYS 111 or 121, 112 or 122); biochemistry; statistics; psychology (PSYC 101); and sociology (SOAN 360). Genetics and English courses are increasingly recommended by medical schools. Medical and other professional schools vary in the mathematics requirement; some programs require calculus.

Students are encouraged to consult the Health Professions Advising website at [pugetsound.edu/hpa](http://pugetsound.edu/hpa) 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 Advising**

Chair: Terence Beck

It is never too early to begin planning for your career in teaching or counseling. 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. Students can also access information by visiting [pugetsound.edu/matplanning](http://pugetsound.edu/matplanning). Contact information: 253.879.3382, [edadvising@pugetsound.edu](mailto:edadvising@pugetsound.edu).

## 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 law schools and legal careers. A valuable resource for this is BUS 344 “Law, Lawyers, and Legal Education” (offered during Fall term only). Students should also begin to plan for the Law School Admission Test.

Resource materials for pre-law students are available in the Office of Academic Advising’s graduate study library in Howarth 101. These resources include the *Official Guide to ABA-Approved Law Schools*, as well as books covering the law school admission process, the law school experience, and careers in the law. The University also has a designated Pre-law advisor to help them with these tasks.

## Career and Employment Services

Director: Kim McDowell

Career and Employment Services (CES) helps students acquire the skills, experiences, and contacts they will need to build a meaningful career after college. CES is a comprehensive career engagement center that integrates job, internship, and career-planning resources for students seeking part-time, full-time, on-campus, summer or work-study opportunities.

CES guides students as they define their interests and explore possibilities--helping them channel the passions that emerge in the classroom into potential career paths. CES helps students filter their work experiences through the lens of the liberal arts--translating skills gained from part-time work into manageable marketable experience.

Distinctive resources, partnerships, and opportunities available to students through CES include:

- The ASK Network, active for more than 25 years, which features over 2700 Puget Sound 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 plans for career development or strategies to identify and successfully compete for job opportunities.
- Events designed to help students explore potential career paths, perfect resumes, practice interview skills, prepare for professional situations, connect with potential employers, and more.

Visit the CES website at [pugetsound.edu/ces](http://pugetsound.edu/ces) for additional information and access to exclusive career resources.

## 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 and across the country.

It is possible to link some experiences to the curriculum for academic credit through the internship program or for activity credits through the cooperative education program, provided those arrangements are made prior to enrollment. Students interested in pursuing an internship may visit [pugetsound.edu/ces](http://pugetsound.edu/ces) or contact CES in Howarth 101 for more information.

*For specific details about course offerings and requirements, see the Internship section of this bulletin.*

## Graduate and Undergraduate Fellowships Office

Director: Sharon Chambers-Gordon

Faculty Advisor: Greta Austin

Students have many opportunities to earn external scholarships, fellowships, or other special support for postgraduate travel, language immersion, research, and study. Some external awards support upper-division undergraduate study. The Fellowships Director works in collaboration with a Fellowships faculty committee as well as faculty mentors to assist students in applying for external fellowships and scholarships awards, including the Rhodes, Marshall, Gates Cambridge, Mitchell, Fulbright, Luce, Truman, Ford Foundation, James Madison, Howard Hughes, Watson, Goldwater, Rotary, Boren, Udall, and other awards such as the Jack Kent Cooke Graduate Arts Award Program. 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 mentors to initiate the application process. For appointments students may come to Howarth 114J or call 253.879.3329. Students may also access information at [pugetsound.edu/fellowships](http://pugetsound.edu/fellowships) or send an e-mail message to [fellowships@pugetsound.edu](mailto:fellowships@pugetsound.edu).

## Center for Writing, Learning, and Teaching

Director: Julie Christoph

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 scholarship and graduate and professional school applications.

## Academic Support Programs

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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 Student Accessibility and Accommodation.

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 [pugetsound.edu/cwlt](http://pugetsound.edu/cwlt).

## Student Accessibility and Accommodation

Director: Peggy Perno

The University of Puget Sound is committed to providing support, program access, and equal educational opportunity to all qualified students with medical, psychological, physical and learning disabilities. Student Accessibility and Accommodation is the designated office that reviews disability documentation and requests for reasonable accommodation. For information about disability law, registering with Student Accessibility and Accommodation and requesting accommodations, please visit [pugetsound.edu/studentaccessibility](http://pugetsound.edu/studentaccessibility) or call 253.879.3395 to schedule an appointment.

## International Programs

Director: Roy Robinson

The Office of International Programs (OIP) seeks to foster the development of an interculturally competent and globally aware campus community. OIP works to provide students with meaningful opportunities to study, engage in service learning, participate in internships and/or conduct research in a wide variety of international settings. The office also supports the recruitment and retention of international students, faculty and staff, including advising on issues of immigration and cultural adjustment.

## Technology Services

Chief Information 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 teaching spaces 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 600 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 which provides access to the wireless network, a 500 MB email account, university-owned computers, the university portal, Moodle and Mahara (online academic tools), SoundNet (the campus intranet), vDesk (a virtual desktop for anytime, anywhere computing), and a 4 GB network file share.

See [pugetsound.edu/tspurchasing](http://pugetsound.edu/tspurchasing) for computer recommendations and links to discounted pricing on hardware and software. Free downloads of anti-virus software are available at [pugetsound.edu/tshelp](http://pugetsound.edu/tshelp).

Learn more about Technology Services at [pugetsound.edu/ts](http://pugetsound.edu/ts). For assistance, contact the Technology 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, periodicals, music scores, media, state and local government documents, archives, and special collections. In addition, the library provides access to thousands of periodicals and electronic books accessible from the desktop via electronic subscriptions. Students may also access over 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 academic institutions in the Northwest. If Puget Sound does not have access to resources onsite, patrons may request materials from the consortium which are delivered by courier in two to four business days.

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.

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## ACADEMIC POLICIES

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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 authority to deny admission to any applicant; to dismiss when formal academic action is taken by the Academic Standards Committee or a Hearing Board; to discontinue the enrollment of any student when personal actions are detrimental to the university community; or to discontinue the enrollment of a student in violation of the Student Integrity Code.

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 is not a candidate for a degree, including someone who is only auditing courses. A non-matriculant must complete a Non-matriculant/Registration form, which may be obtained from the Office of the Registrar, prior to enrollment. No more than three 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 courseload 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 PeopleSoft Student Center. 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. New students entering Puget Sound with freshman, transfer, or non-matriculated status who earn a grade point average below 1.00 will be dismissed for one semester.

Academic expulsion may occur in severe situations, usually involving academic dishonesty. Academic expulsion is permanent dismissal from the university.

See the *Academic Handbook* for the full probation/dismissal policy.

### 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: Jenny Rickard

Director of Admission: Fumio Sugihara

Senior Associate Directors of Admission: Carolyn Johnson; Kyle Haugen

Associate Directors of Admission: Mike Rottersman; Robin Aijian

Assistant Directors of Admission: Elizabeth Orr; Sam Riggs; Chris Sheppard; Martha Wilson

Assistant Director of Admission/Music Admission Coordinator: Ruth Schauble

Admission Counselor: Audra de Laveaga, Andrew Marshall, Chelsea Noble

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 campus 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 the Thanksgiving holiday weekend 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, please see [pugetsound.edu/visit](http://pugetsound.edu/visit). For further information, please contact the Office of Admission at 253.879.3211, 800.396.7191, or [admission@pugetsound.edu](mailto:admission@pugetsound.edu). Before scheduling a campus visit, prospective students will benefit from browsing the university's website at [pugetsound.edu](http://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.

**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 9th 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. *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 Agreement.* (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) non-refundable processing fee must be submitted with the Application for Freshman Admission. Official fee waivers are acceptable.

**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 Decision applicants, notification of admission decisions is on or before April 1. 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.**

**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

# Admission

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for admission is due on January 1. 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 April 1, 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. Students interested in Early Admission should submit all parts of the Common Application for Freshman Admission, standardized 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. Students interested in simultaneous enrollment while in secondary school should submit the Common Application for Freshman Admission, standardized 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 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.

**Mid-Year Freshman Transfers.** Students enrolled in their first term after high school graduation (or equivalent) at a regionally accredited college or university may apply for admission as a mid-year freshman. These students should submit all parts of the Common Application for Freshman Admission, including a final high school transcript with graduation date.



## Credit Transfer Policies

**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 university 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.

# Admission

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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 five (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 as described below. 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 [including Advanced Placement (AP) or International Baccalaureate (IB) examination scores] may be submitted with the application materials. No credit is given for military experience or CLEP examination scores.

**Second Baccalaureate.** Students who have already attained a baccalaureate degree from an accredited institution (including Puget Sound) may apply to enroll at Puget Sound for a Second Baccalaureate degree. Students wishing to earn a second baccalaureate degree must complete a minimum of 8 additional units in residence. These units must be academic and taken for a grade. Students must also complete departmental requirements current as of the date of their post-baccalaureate enrollment. Each additional baccalaureate degree requires 8 more discrete academic, graded units. To apply for a second baccalaureate degree, students must submit:

1. *The Common Application for Transfer Admission.*
2. *The Puget Sound Supplement for Transfer Students*, indicating their intent to enroll as a Second Baccalaureate Student.

# Admission

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3. *Transcripts.* Official transcripts from all previous colleges attended (if the student has previously attended Puget Sound, only transcripts for coursework taken since their last term at Puget Sound must be submitted).
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. *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 evaluator should forward the completed form, along with a personal recommendation, to the Office of Admission.
6. *Official scores* of any nontraditional work [including Advanced Placement (AP) or International Baccalaureate (IB) examination scores] may be submitted with the application materials. No credit is given for military experience or CLEP examination scores.

**Returning Students.** 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 submitting:

1. *The Common Application for Transfer Admission.*
2. *The Puget Sound Supplement for Transfer Students*, indicating their intent to enroll as a Returning Student.
3. *Transcripts.* Official transcripts of all coursework taken since last enrolled at Puget Sound.
4. *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 evaluator should forward the completed form, along with a personal recommendation, to the Office of Admission.

**Non-Matriculant Enrollment.** Students who do not intend to pursue a degree, including those wanting to audit courses, may register for classes as non-matriculant students. Students interested in enrolling as non-matriculants must complete a non-matriculant registration agreement form, which may be obtained from the Office of the Registrar.

1. Non-matriculant registration requires a \$50, one-time processing fee.
2. Non-matriculants must wait until the first day of classes of the term to register for a class.
3. Registration of non-matriculant students is on a space-available basis.
4. At the time of registration, non-matriculants must pay for registered course(s) in full, or set up a payment plan with Student Financial Services.
5. No more than three units taken as a non-matriculant may be applied toward a University of Puget Sound undergraduate degree.

## 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 payment 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.

Students should submit the Housing Preferences form online 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 a student 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.

An advance tuition payment of \$300 is required for each new student and reserves a place in the student body. The advance tuition payment 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.

Students should submit the Housing Preferences form online 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 a student 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, email: [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 sufficient 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 a non-matriculant registration agreement 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/Director of Counseling, Health, and Wellness Services: Donn Marshall

Assistant Dean of Students: Deborah Chee

Chaplain/Director of Spirituality, Service and Social Justice: Dave Wright

Director of Multicultural Student Services: Czarina Ramsay

Director of Residence Life and Off-Campus Student Services: Shane Daetwiler

Director of Student Activities: Marta Palmquist-Cady

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 mental healthcare is needed.

Students may seek confidential medical evaluation and treatment in CHWS 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. Students are charged a \$20 per visit fee for most regular (15 minute) medical appointments. During a visit students may incur additional charges for medications, vaccines, medical supplies, or lab tests, which are billed at reasonable rates. When necessary, CHWS refers students to off-campus providers for medical care. Students are expected to arrive on campus with adequate health insurance supporting local area treatment.

## Multicultural Student Services (MCSS)

MCSS works to promote student success by a fostering welcoming campus environment for all students, specifically for those from underrepresented populations (according to race/ethnicity, sexual orientation, and gender identity) at Puget Sound. We provide resources in MCSS to enhance student engagement with institutional values of multiculturalism and civic leadership. MCSS staff members coordinate the advising for many student organizations, including the Black Student Union, Queer Student Alliance (the gay-straight alliance), Hui-O-Hawaii, Asian Pacific American Student Union, Hillel, 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 Spirituality, Service, and Social Justice supporting multi-faith 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. OCSS is located in a 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 University of Puget Sound as a residential liberal arts college affirms the educational benefits inherent in this kind of undergraduate experience. Student learning, in and out of the classroom, and student success are enhanced by the on-campus residential experience. Being a part of a community of scholars is also reinforced by living in campus housing. Because of this, **Puget Sound requires all students to live on-campus for their first two academic years with the university** and significant numbers of students choose to continue living on campus through graduation to fully reap the benefits of a residential liberal arts experience.

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 (ten 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 --Sigma Alpha Epsilon, Phi Delta Theta, 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 58 houses vary in size, are reserved for continuing students, and include some theme housing); 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., language and cultures, 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 by 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 upper-division students in the Honors program, language and music houses, and a number of houses whose themes range from academics to community service. 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 members who live in apartments in the residence halls. The 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 Advanced 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.

Upon signature the housing contract and all terms and conditions set forth are binding for the entire academic year. This contract applies to all student residents of university-owned facilities.

Appeals to be released from the residential requirement or cancel a housing contract must be submitted to the Residence Life office via the *On-Campus Housing Contract Appeal* form available at [puget-sound.edu/reslifepolicies](http://puget-sound.edu/reslifepolicies).

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**

Each fall and spring semester, a housing lottery process is held for returning students. In the fall semester, all rising junior and senior students are invited to attend the Fall Housing Lottery. In the spring semester, all current students are invited to attend the Housing Lottery. Each eligible student living in on-campus housing during the lotteries automatically receives a lottery number; off-campus students



must contact 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 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 non-religious, 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 student Interfaith Coordinators help develop and implement programs and give student leaders a chance to develop skills in interreligious leadership. SSSJ also offers regular Shabbat services, ecumenical Christian Chapel services, and regular meditation opportunities. Significant scholarship and leadership opportunities are available for returning students of all religious backgrounds.

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. We also partner closely with Multicultural Student Services to engage issues of difference and inclusion on campus.

## 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.

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## STUDENT FINANCIAL SERVICES

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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*.

### Puget Sound Costs

The Cost of Attendance (COA) is the estimated cost of the direct and indirect expenses a student can expect during an academic year. Direct costs are charges billed by Puget Sound that appear on the student account. These charges include tuition, student government fees, meal plans, and housing or room fees. Indirect costs are expenses that the student will incur that are not billed by Puget Sound. These charges include books and supplies, transportation, personal expenses, and off-campus housing.

### Direct Costs for Full-Time Undergraduate Students for 2013-2014

Tuition (full-time).....	\$ 41,640
Room and Board.....	\$ 10,780
Student Government Fee.....	\$ 228
TOTAL.....	\$ 52,648

### Estimated Indirect Costs:

Books and supplies.....	\$ 1,000
Transportation.....	\$ 500
Personal Expenses.....	\$ 1,800
Total Estimated Costs.....	\$ 3,300

These estimated costs are for enrollment during the nine-month academic year. 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).....	\$20,820
Overload, per unit.....	\$ 5,250
Part-time (less than 3 units), per unit.....	\$ 5,250
Tuition charges for fractional unit courses will be computed at the per unit rate of.....	\$ 5,250

Refer to the Academic Policies section of this *Bulletin* for definitions of full-time and part-time stu-

dents, 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 .....	\$10,780
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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.

### 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) .....	\$ 80
Horseback Riding (PE 137, PE 138) .....	\$ 500
Martial Arts (PE 146) .....	\$ 50
Nutrition/Energy Balance (EXSC 201) .....	\$ 40
Physiology of Exercise (EXSC 363) .....	\$ 50
Rock Climbing (PE 134) .....	\$ 50
Sailing (PE 135, PE 136) .....	\$ 200
Scuba (PE 130) .....	\$ 82

### Other Fees

Application for admission .....	\$ 50
Late confirmation fee (for payment received after the payment deadline) .....	\$200
Payment plan participation fee (per semester) .....	\$ 80

# Student Financial Services

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Returned check fee\* .....\$ 25

\*Two returned checks will cause check-writing privileges to be permanently revoked.

Advance tuition payment - 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 Free Application for Federal Student Aid (FAFSA). Grants, loans, and employment opportunities are all examples of need-based financial aid. 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 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 I Freshmen** should complete both the College Scholarship Service (CSS) Financial Aid Profile (code 4067) and the FAFSA. The CSS/Financial Aid Profile form is available online at [www.collegeboard.org/profile](http://www.collegeboard.org/profile) and should be completed by November 1. The FAFSA should be completed by February 1.

**Early Decision II Freshmen** For priority consideration, the FAFSA should be completed by January 15. Early Decision II candidates do not need to complete the CSS/Financial Aid Profile.

**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 calculated by the FAFSA.

## **Washington State Grants**

The Washington State Need Grant program helps the state's lowest-income undergraduates. Eligibility is determined by the Washington Student Achievement Council.

## **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. Subsidized Stafford loans are need-based loans. The government pays the interest on these loans while a student is enrolled at least half time. Unsubsidized Stafford loans are not need-based loans. The interest on these loans begins accumulating as soon as the funds are disbursed to the university. Interest may be paid on a monthly basis or capitalized so that payments do not need to be made while a student is enrolled. The interest rate for undergraduate Federal Stafford loans is fixed at 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 earn money while gaining valuable work experience. 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 Washington State residents who have completed one or two years of study. Off-campus work-study jobs are available at select employers, including community service organizations.

## **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 \$15,000 to \$19,000. 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**

# Student Financial Services

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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 Foundation Scholarships**

The Lillis 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 30 freshman candidates to submit a Lillis Scholarship application. Finalists will be selected by a scholarship committee and invited to Puget Sound for an interview.

## **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 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 4 % 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.pugetsound.edu/loans](http://www.pugetsound.edu/loans).

#### Veterans Aid

# Student Financial Services

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Selected 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 of 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).

## Billing and Payment

Students are billed each semester for tuition, fees, room and board. Semester billing invoices will be available online by early July for fall semester and mid-December for spring semester. The invoice summarizes semester charges less estimated financial aid, calculates the payment due, and provides information on the payment due date.

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.

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 student's account balance or reduce the monthly 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, check, or cash; we are unable to accept credit cards.

## Payment Deadlines

Payment is due by the following deadlines:

Fall: August 5

Spring: 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 before the deadline to make special arrangements.

## Monthly Payment Plan

The university offers an interest-free monthly payment plan that allows for extended payment of the balance due. The net amount due for the semester plus an \$80 payment plan participation fee is divided into five monthly payments. Payment plan amounts may be adjusted as account changes occur. 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% 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 required payment has been received and the payment process concluded. 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 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.

## **Tuition 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. Lack of attendance does not cancel the student's financial responsibility. 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 campus 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** returns for students dropping from full-time to part-time 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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Dean for Diversity and Inclusion/Chief Diversity  
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Associate Dean: Martin Jackson '84  
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Recreation: Amy Hackett  
University Registrar: Bradley Tomhave  
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Associate Vice President for Accounting and Budget  
Services: Janet Hallman '84  
Associate Vice President for Business Services  
and Executive Director for Community  
Engagement: John Hickey '83  
Associate Vice President for Facilities Services:  
Bob Kief

Associate Vice President for Human Resources:  
Cindy Matern  
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Director of Dining and Conference Services:  
Terry Halvorson  
Director of Security Services: Todd Badham '85  
Bookstore Manager: Barbara Racine

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Associate Vice President: George Mills Jr. '68, MS'72  
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Director of Corporate and Foundation Relations:  
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Rebecca Harrison '01  
Director of University Relations Information  
Services: Sean Vincent  
Director of University Relations Research: Cecilia  
Hogan

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Vice President for Student Affairs/Dean of Students:  
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Associate Dean of Students/ Director of Counseling,  
Health, and Wellness Services: Donn Marshall  
Assistant Dean of Students: Deborah Chee  
Chaplain/Director of Spirituality, Service and Social  
Justice: Dave Wright '96

## Administrative Offices/Faculty

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Director of Multicultural Student Services: Czarina Ramsay '02  
Director of Residence Life and Off-Campus Student Services: Shane Daetwiler  
Director of Student Activities: Marta Palmquist Cady

**Office of the Vice President for Enrollment**  
Vice President for Enrollment and Dean of Admission: Jenny Rickard  
Associate Vice President for Student Financial Services: Maggie Mittuch '82  
Director of Admission: Fumio Sugihara

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## FULL-TIME FACULTY

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**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,  
Sociology and Anthropology  
BA, University of Puget Sound, 1990  
MS, PhD, University of Wisconsin-Madison, 1993, 1997

**Andresen, David:** Associate 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, Sociology  
and Anthropology/Asian Studies  
BA, University of California, 1995  
AM, PhD, Washington University, 2000, 2004

**Barry, William:** Professor, Classics/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

**Benard, Elisabeth:** Visiting Associate Professor,  
Asian Studies/Religion  
BA, MA, MPhil, PhD, Columbia University, 1980,  
1982, 1984, 1990

**Benveniste, Michael:** Assistant Professor, English  
BA, MA University of California-Santa Barbara,  
2000, 2003  
PhD, Stanford University, 2012

**Berg, Lucretia:** Visiting Clinical Assistant  
Professor, Occupational Therapy  
BS, Washington State University, 1982  
BSOT, University of Washington, 1985  
MSOT, University of Puget Sound, 2003

**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

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

**Bodine, Sigrun:** Professor, Mathematics and Computer Science

MA, San Diego State University, 1991  
Diplom, University of Ulm, 1992  
PhD, University of Southern California, 1998

**Boisvert, Luc:** Assistant Professor, Chemistry  
BS, PhD, Université de Sherbrooke, Canada, 1999, 2006

**Boyles, Robert:** Clinical Associate Professor, Physical Therapy  
BS, Eastern Washington University, 1989  
MS, DSc, Baylor University, 1991, 2002

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BA, Harvard University, 1971  
M Phil, PhD, Yale University, 1975, 1978

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BA, Colorado College, 1980  
MA, PhD, University of California-Berkeley, 1983, 1989

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BS, The University of Texas at Austin, 2005  
MA, Arizona State University, 2009  
BS, The University of Texas at Austin, 2013 (expected)

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BM, University of Puget Sound, 1995  
MM, Indiana University, 1997  
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MA, University of California-Davis, 1995  
PhD, University of Utah, 2003

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BA, Colorado College, 1996  
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BS, Seattle University, 1964  
MA, Columbia University, 1966  
MBA, PhD, University of Washington, 1983, 1992

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BA, Harvard University, 1973  
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BA, MA, PhD, University of California, Los Angeles, 1999, 2005, 2009

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BA, BS, University of California-Davis, 1989  
MS, PhD, University of Oregon, 2001, 2005

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BA, University of Colorado, 1996  
MS, PhD, Colorado State University, 2000, 2003

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BS, Central Washington University, 1984  
MS, Western Washington University, 1988

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MS, PhD, University of Georgia, 2009, 2013 (expected)

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MA, MPhil, PhD, Yale University, 1997, 1999, 2003

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BA, University of Puget Sound, 1978  
MA, University of Washington, 1986

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BS, Muskingum College, 1989  
AM, PhD, Washington University, 1991, 1994

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BA, Fairfield University, 1964  
MAT, Harvard University, 1965  
PhD, University of Chicago, 1973

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BA, University of California-Davis, 1994  
MA, PhD, Stanford University, 1997, 2001

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BS, University of Washington, 1985  
PhD, Arizona State University, 1991

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BA, Marquette University, 1995  
MA, PhD, University of Wisconsin-Madison, 2000, 2005

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BA, University of Notre Dame, 1979  
MA, PhD, Indiana University, 1980, 1985

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BA, The Ohio State University, 1984  
MA, MPhil, PhD, Columbia University, 1987, 1988, 1994

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BS, MAT, University of Puget Sound, 1985, 1991

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BA, University of Queensland-Australia, 1981  
MS, East Carolina University-Greenville, 1999  
PhD, University of Queensland-Australia, 2013 (expected)

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BA, Escuela Normal Victor Mercante, 1980, 1982  
MA, PhD, University of Washington, 1990, 1996

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BS, BA, University of California-Santa Barbara, 1980  
MS, PhD, University of California-San Diego, 1982, 1988

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BS, MS, University of Alberta, 1983, 1987  
PhD, Florida State University, 1992

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BA, University of San Diego, 1996  
MA, University of Virginia, 2002

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BA, Stanford University, 1977  
MBA, University of Oregon, 1980  
MA, St. John's College, 1995  
MA, PhD, University of Washington, 1996, 2005

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BS, Purdue University, 1970  
PhD, University of Washington, 1983

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BA, Williams College, 1986  
MA, Boston University, 1989  
PhD, Georgetown University, 1998

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BA, Brigham Young University, 1983  
MA, PhD, University of California-Berkeley, 1984, 1990

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MS, University of Calgary, 2002  
PhD, University of Minnesota, 2010

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BS, Brown University, 1999  
PhD, University of California-Santa Cruz, 2006

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BA, University of Puget Sound, 1995  
MA, PhD, University of Wisconsin-Madison, 1997, 2002

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BA, Kenyon College, 2000  
MA, PhD, Harvard University, 2002, 2007

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BA, MA, PhD, University of California-Berkeley, 2005, 2006, 2013 (expected)

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BA, The George Washington University, 1991  
MA, PhD, University of Arizona, 2000, 2005

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BA, MA, San Jose State University, 1964, 1969  
PhD, University of Oregon, 1972

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BA, University of Oregon, 1974  
MEd, University of Puget Sound, 1978

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BA, University of Puget Sound, 1989  
MS, PhD, University of Oregon, 1991, 1995

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BA, Bard College, 1989  
MA, University of Hawaii, 1993  
PhD, University of Washington, 2005

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BA, Queens College-City University of New York, 1975  
MS, PhD, University of Minnesota, 1980, 1985

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MS, PhD, University of Illinois, 1975, 1978

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BA, Jamaica Theological Seminary, 1984  
MA, Wheaton College, 1991  
PhD, Indiana University, 1998

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BS, University of Puget Sound, 1997  
PhD, University of Washington, 2003

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BA, University of Sussex, 1970  
Certificate of Education, University of Manchester, 1972  
PhD, Michigan State University, 1979

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BFA, Minnesota State University, 2007  
MFA, Arizona State University, 2011

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BS, Middle East Technical University, Turkey, 2003  
PhD, University of Oregon, 2011

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BA, University of Maine-Orono, 1979  
MA, PhD, Purdue University, 1982, 1986

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BA, MA, PhD, University of Washington, 1975, 1978, 1984

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BA, University of Santa Clara, 1985  
MA, MAT, University of Chicago, 1986, 1990  
PhD, University of Washington, 2000

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BA, University of Houston, 1973  
MA, PhD, Indiana University, 1977, 1981

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BS, California Institute of Technology, 1987  
PhD, University of Washington, 1993

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BA, Pacific Lutheran University, 1991  
MA, Seattle University, 2000

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BA, Whitman College, 1981  
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BA, Butler University, 1996  
MA, PhD, University of Kansas, 1998, 2004

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BS, LLB, BA, MA, University of Calgary, 1983,  
1986, 1996, 1999  
PhD, University of North Carolina-Chapel Hill,  
2007

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BA, University of California, Berkeley, 1981  
MA, Boston University, 1985  
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Psychology  
BS, Boise State University, 2002  
MS, PhD, University of Utah, 2006, 2009

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Environmental Policy and Decision Making  
BA, Bowdoin College, 1988  
PhD, University of California-Davis, 1999

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BA, Indiana University, Bloomington, 1978  
MA, Louisville Presbyterian Seminary, 1991  
PhD, Graduate Theological Union, 1997

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BA, University of Illinois, 1972  
M LIBR, University of Washington, 1974

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BA, Zhejiang University, 1982  
MA, PhD, China National Academy of Fine Arts,  
1984, 1996

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Literature/Humanities  
BA, MA, PhD, Northwestern University, 1980,  
1980, 1986

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PhD, Portland State University, 2012

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Communication Studies  
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BM, MM, Juilliard School of Music, 1978, 1979  
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BA, Tufts University, 2000  
MA, The American University in Cairo, 2004  
MA, MPhil, PhD, Yale University, 2008, 2008, 2011

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MS, PhD, University of Oregon, 1985, 1990

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BS, Johns Hopkins University, 1996  
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BS, Western Michigan University, 1978  
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BA, MA, Northern Illinois University, 1978, 1980  
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BS, Whitworth University, 1997  
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BA, University of Washington, 1997  
MA, PhD, Oregon State University, 2000, 2003

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BA, MPA, Indiana University, 1996, 1997  
JD, Northwestern School of Law of Lewis & Clark College, 2001  
PhD, Portland State University, 2012

**Johnson, Michael:** Professor, Art  
BFA, University of Massachusetts, 1992  
MFA, University of Cincinnati, 1995

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BA, University of Maryland - College Park, 1988  
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MS, PhD University of Washington, 2003, 2008

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BA, Oberlin College, 1973  
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BA, College of William and Mary, 1990  
MA, PhD, University of California-Los Angeles, 1993, 1998

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BA, BS, MA, Arizona State University, 1998, 1998, 2000  
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MA, Pepperdine University, 2000  
PhD, New Mexico State University, 2006

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MA, University of Northern Colorado, 1977  
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BA, Oberlin, 1970  
MA, PhD, Emory, 1972, 1975

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BS, University of Wisconsin-Madison, 1978  
MS, University of Kentucky, 1982  
PhD, University of Michigan, 1990

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BA, Reed College, 2000  
PhD, University of Georgia, 2008

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BA, University of North Carolina-Chapel Hill, 1992  
MA, University of Toronto, 1994  
PhD, University of British Columbia, 1998

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MA, Loránd Eötvös University, 1990  
PhD, University of Washington, 2004

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BA, Williams College, 1989  
MBA, Portland State University, 2002  
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MA, Kansas State University, 1987  
PhD, The American University, 1990

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BA, Colby College, 1989  
MA, Bucknell University, 1995  
MA, PhD, Vanderbilt University, 1996, 1999

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Licenciatura, Universidad de Santiago de Compostela, 1991  
MA, PhD, University of Nebraska - Lincoln, 1993, 1997

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MLS, State University of New York-Albany, 1975  
PhD, Indiana University, 1983

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MA, MPhil, PhD, Columbia University, 2002, 2005, 2008

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BA, Vanderbilt University, 1998  
MS, DPhil, University of Oxford, 1999, 2002

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BA, Harvard University, 1982  
MA, PhD, University of California-Berkeley, 1986, 1993

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BA, Grove City College, 1986  
MA, Monterey Institute of International Studies, 1995  
MA, PhD, University of Michigan, 2001, 2005

**Lewin, Benjamin:** Associate Professor, Sociology and Anthropology  
BA, Trinity University, 1999  
MA, University of Akron, 2001  
PhD, Arizona State University, 2005

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BS, Oakland University, 1986  
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MS, PhD, University of Wisconsin, 1991, 2003

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BA, University of Texas-Austin, 1985  
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PhD, University of Washington, 1996

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BA, Cornell University, 1981  
PhD, University of California-Berkeley, 1991

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BS, MSPT, Boston University, 1999, 2001  
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BA, Kyoto Sangyo University, 1979  
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BA, MA, PhD, University of Toulouse, 2001, 2002, 2007

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MA, California State University-Sacramento, 1998  
BA, PhD, University of California-Davis, 1991, 2004

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Staatsexamen, University of Hamburg, 1995  
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BA, University of California-San Diego, 1996  
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BA, Antioch College, 1969  
MA, PhD, Indiana University, 1974, 1976

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BFA, The University of the Arts, 1997  
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BS, Northern Arizona University, 1987  
MBA, MA, University of Nevada-Las Vegas, 1990, 1995  
PhD, University of Kentucky, 2000

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

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BS, University of Texas-Austin, 1989  
MS, University of Colorado-Boulder, 1994  
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Economics  
BA, William Paterson University of New Jersey, 2005  
MA, PhD, University of Kansas, 2009, 2012

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BA, Western Michigan University, 1988  
MA, University of Colorado, 2003  
PhD, Northwestern University, 2013  
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Classics  
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MA, PhD, University of Washington, 2005, 2010

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MA, University of Washington Seattle, 2007

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Psychology  
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BA, Medaille College, 1968  
MA, PhD, University of Washington, 1975, 1978

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BA, University of Oregon, 1987  
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BA, Yale University, 1986  
PhD, University of California-Berkeley, 1994

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BS, Baker University, 1983  
MS, PhD, University of Kansas, 1985, 1988

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BA, MA, PhD, University of California-Davis,  
1975, 1978, 1982

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Studies  
BA, MA, University of Alabama, 1976, 1978  
PhD, University of Iowa, 1989

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BA, BM, Trinity University, 1997, 1997  
MM, Manhattan School of Music, 1999  
DMA, University of Houston, 2004

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BS, University of Puget Sound, 1982  
MS, Washington State University, 1988

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Political Economy  
BA, The Evergreen State College, 1998  
MS, PhD, Cornell University, 2002, 2009

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Foreign Languages and Literature  
BA, MA, University of North Texas, 2004, 2006  
PhD, University of Illinois-Urbana-Champaign,  
2012

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BA, MA, University of North Texas, 2004, 2006  
PhD, University of Illinois, Urbana-Champaign,  
2012

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BA, Tunghai University-Taiwan, 1984  
MA, University of Washington, 1986

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Sociology and Anthropology  
BA, Washington State University  
MA, Pennsylvania State University, 1974  
PhD, State University of New York-Binghamton,  
1980

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BEEd, University of Hawaii, 1980  
MEd, University of Puget Sound, 1992

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Mathematics and Computer Science  
BS, University of Puget Sound, 2002  
MS, PhD, University of Utah, 2005, 2009

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BS, George Fox College, 1973  
MFA, Wayne State University, 1977  
PhD, Stanford University, 1988

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BA, Lewis & Clark College, 1997  
MAT, University of Puget Sound, 2013

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BA, Seattle Pacific University, 1967  
MA, PhD, University of Washington, 1979, 1984

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Biology/Neuroscience  
BE, Birla Institute of Technology and Sciences,  
India, 2000  
MS, PhD, University of Illinois-Chicago, 2002,  
2005

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Leadership  
BBA, University of Iowa, 1991  
JD, Drake University, 1994  
LLM, University of Missouri, 2001

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BA, Hampshire College, 1981  
PhD, University of Washington, 1987

**Requiro, David:** Artist in Residence, Music  
BM, Cleveland Institute of Music, 2007  
MM, University of Michigan, 2008

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BA, Illinois Wesleyan University, 1977  
PhD, University of Virginia, 1982

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BA, Gustavus Adolphus College, 1988  
MSc, University of Victoria, Canada, 1990  
MS, PhD, University of Wisconsin-Madison, 1992, 1996

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BFA, University of Washington, 1995  
MFA, American University, 2001

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BS, Rhodes College, 1969  
MS, University of Alabama-Birmingham, 1972  
PhD, Duke University, 1977

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Chemistry  
BS, University of Puget Sound, 1985  
PhD, University of Washington, 1994

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BA, MA, University of Puget Sound, 1971, 1972  
PhD, University of Washington, 1980

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BA, University of Oregon, 1979  
Diplome Supérieur d'Études Françaises,  
Université de Poitiers, 1980  
MA, University of Oregon, 1982

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BA, Reed College, 1999  
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Mathematics and Computer Science  
BA, Colorado College, 2006  
MS, PhD, University of California-Irvine, 2009, 2012

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BA, Mills College, 1985  
MPH, PhD, University of California-Berkeley, 1990, 2001

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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

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BA, MA, University of New Zealand, 1958, 1960  
PhD, University of California-Berkeley, 1968

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BS, University of Illinois, Urbana-Champaign, 1991  
PhD, University of Wisconsin, Madison, 1999

**Scharrer, Eric:** Professor, Chemistry  
BS, Bates College, 1989  
PhD, University of North Carolina-Chapel Hill, 1993

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Physical Therapy  
BS, State University of New York, 1969  
MPH, University of North Carolina-Chapel Hill, 1981

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BA, University of Michigan, 1977  
MA, PhD, Stanford University, 1980, 1983

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BA, Canisius College, 1995  
BA, Victoria University-Wellington, 1996  
MA, Colorado State University, 1999  
MA, PhD, Cornell University, 2002, 2004

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African American Studies  
BA, University of Michigan, 1988  
JD, Wayne State University Law School, 1992  
MFA, Arizona State University, 2007

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BA, California State University-Northridge, 2004  
MA, University of California-Berkeley, 2007  
PhD, University of California-Los Angeles, 2012

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BA, Lewis & Clark College, 1999  
MS, PhD, University of Wisconsin-Madison, 2002, 2009

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

**Smith, David:** Professor Emeritus, History  
BA, Bristol University, 1963  
MA, Washington University, 1965  
PhD, University of Toronto, 1972

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BA, University of Puget Sound, 2005  
MFA, Columbia University, 2011

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MA, MPhil, PhD, New York University, 1999, 2001, 2004

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BA, San Francisco State University, 1980  
MA, MPhil, PhD, Columbia University, 1984, 1985, 1992

**Sousa, David:** Professor, Politics and Government  
BA, University of Rhode Island, 1982  
PhD, University of Minnesota, 1991

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BS, Westmont College, 1996  
MS, PhD, University of Colorado, 1999, 2003

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BS, Samford University, 1994  
MS, Texas A & M University, 1997  
MA, PhD, Princeton University, 1999, 2001

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BM, MM, Juilliard School of Music, 1982, 1983  
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BA, St. Martin's College, 1980  
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**Stockdale, Jonathan:** Associate Professor, Religion  
BA, Kenyon College, 1987  
MA, PhD, University of Chicago Divinity School, 1993, 2004

**Strausberg, Laura:** Visiting Assistant Professor, Chemistry  
BA, Hollins University, Roanoke, 2008  
PhD, University of Virginia, Charlottesville, 2013 (expected)

**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

**Tiehen, Justin:** Associate 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:** Associate 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

**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:** Associate Professor, History  
BA, Grinnell College, 1999  
MA, PhD, Harvard University, 2002, 2007

**Tubert, Ariela:** Associate 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

**Utrata, Jennifer:** Assistant Professor, Sociology  
and Anthropology  
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

**Walls, Kurt:** 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:** Visiting Assistant Professor,  
English  
AB, Bryn Mawr College, 2000  
MFA, University of Florida, 2004  
PhD, University of Cincinnati, 2011

**Weinberger, Seth:** Associate Professor, Politics  
and Government  
BA, University of Chicago, 1993  
MA, Georgetown University, 1995  
PhD, Duke University, 2005

**Weiss, Stacey:** 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:** Professor, Business and Leadership  
BS, Oklahoma State University, 1991  
MIM, Baylor University, 1992  
PhD, University of Oregon, 1996

**Wilbur, Kirsten:** Clinical Assistant Professor,  
Occupational Therapy  
BA, Luther College, 1983  
BS, MSOT, University of Puget Sound, 1985, 2008

**Williams, Linda:** 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

**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

**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

**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



**Dasher, William:** Chemistry

BA, Ohio State University, 1984  
MA, MPhil, PhD, Columbia University, 1987,  
1988, 1994

**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

**Goleeke, 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

**Greene, Mott:** Science, Technology, and Society/  
Honors

BA, Columbia College, 1967  
MA, PhD, University of Washington, 1974, 1978

**Greenfield, Peter:** English

BA, PhD, University of Washington, 1972, 1981  
MA, Mills College, 1975

**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

**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

**Holme, Barbara:** Education

BA, MEd, University of Puget Sound, 1965, 1978

**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

**Lupher, David:** Classics

BA, Yale University, 1969  
PhD, Stanford University, 1980

**Mace, Terrence:** Biology

BA, Carleton College, 1968  
MS, University of Minnesota, 1971  
PhD, University of Montana, 1981

**Martin, Jacqueline:** Foreign Languages and  
Literature

BA, University of Washington, 1944  
MA, Boston University, 1952  
PhD, University of Oregon, 1966

**Matthews, Robert:** Mathematics and Computer  
Science

BS, MS, PhD, University of Idaho, 1968, 1971,  
1976

**Maxwell, Keith:** Business and Leadership

BS, Kansas State University, 1963  
JD, Washburn University School of Law, 1966

**McCouston, John:** Art

BA, Humboldt State University, 1971  
MFA, University of Montana, 1973

**McCullough, James:** Business and Leadership

BS, MS, University of California-Davis, 1965, 1970  
MBA, University of Houston, 1973  
PhD, University of Washington, 1976

**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

**Neff-Lippman, Julie:** English/Center for Writing,  
Learning, and Teaching

BA, MA, Washington State University, 1967, 1971

**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

**Rindo, John:** Theatre Arts

BA, University of Wisconsin-Eau Claire, 1977  
 MS, PhD, University of Oregon, 1979, 1984

**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

**Singleton, Ross:** Economics

BA, University of Wyoming, 1969  
 PhD, University of Oregon, 1977

**Slee, Frederick:** Physics

BS, MS, PhD, University of Washington, 1959,  
 1960, 1966

**Smith, David:** History

BA, Bristol University, 1963  
 MA, Washington University, 1965  
 PhD, University of Toronto, 1972

**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

**Thorndike, Alan:** Physics

BA, Wesleyan University, 1967  
PhD, University of Washington, 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

**Veseth, Michael:** International Political Economy

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

**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

**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 2013**

August 5	Monday	Confirmation Deadline (postmarked by)
August 22	Thursday	Open Registration for Fall Closes
August 23	Friday	New Student Orientation Check In, Open at 8 a.m.
August 23	Friday	Board Meal Plan Service Opens, 8 a.m.
August 23	Friday	Residential Facilities Open for all New Students, 9 a.m.
August 23–Sept 1	Friday–Sunday	Orientation Week
August 30	Friday	Residential Facilities Open for Continuing Students 9 a.m.
September 2	Monday	Labor Day (No Classes)
September 3	Tuesday	Classes Begin
September 3	Tuesday	Add/Drop and Audit Registration Begins
September 4	Wednesday	Last Day to Drop with 100% Tuition Adjustment
September 10	Tuesday	Last Day to Add or Audit Classes
September 10	Tuesday	Last Day to Exercise P/F Option
September 13	Friday	Application for May/August/December, 2013 Graduation
September 16	Monday	Last Day to Drop Without Record
September 16	Monday	Last Day to Drop with 80% Tuition Adjustment
September 20	Friday	Last Day to Drop with 50% Tuition Adjustment
September 27	Friday	Last Day to Drop with 40% Tuition Adjustment
October 4	Friday	Last Day to Drop with 30% Tuition Adjustment
October 11	Friday	Last Day to Drop with 25% Tuition Adjustment
October 14	Monday	Last Day to Withdraw with an Automatic “W”
October 18	Friday	Incomplete Spring/Summer Work Due to Instructor
October 18	Friday	Midterm
October 18	Friday	Last Day to Change Meal Plan
October 18	Friday	Last Day to Drop with 20% Tuition Adjustment
October 21–22	Monday–Tuesday	Fall Break (No Classes)
October 23	Wednesday	Midterm Grades Due, Noon
October 25	Friday	Last Day to Drop with 15% Tuition Adjustment
October 25	Friday	Preliminary 2014 Summer Schedule Available
November 8–15	Friday–Friday	Registration for Spring Term
November 25	Monday	Open Registration Begins (Continuing and Transfer Students)
November 27	Wednesday	Board Plan Meal Services Closes, 3 p.m.
November 27	Wednesday	Travel Day (No Classes)
November 28–Dec 1	Thursday–Sunday	Thanksgiving Holiday
December 11	Wednesday	Last Day of Classes
December 12–15	Thursday–Sunday	Reading Period (No Classes)
December 16–20	Monday–Friday	Final Examinations
December 20	Friday	Board Plan Meal Service Closes, 6 p.m.
December 21	Saturday	All Residential Facilities Close, Noon
January 6	Wednesday	Final Grades Due, Noon
January 7	Thursday	Probation/Dismissal meeting for Fall 2013, 1 p.m.

**Spring Semester 2014**

January 5	Sunday	Confirmation Deadline, by mail (postmarked by)
January 15	Wednesday	Board Plan Meal Service Opens
January 17	Friday	Open Registration for Spring Closes
January 18	Saturday	Residential Facilities Open for All Continuing Students, 9 a.m.
January 20	Monday	Martin Luther King Jr. Birthday (No Classes)
January 20	Monday	Orientation for New Students
January 21	Tuesday	Classes Begin
January 21	Tuesday	Add/Drop and Audit Registration Begins

# Calendar 2013–14

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January 22	Wednesday	Last Day to Drop with 100% Tuition Adjustment
January 28	Tuesday	Last Day to Add or Audit Classes
January 28	Tuesday	Last Day to Exercise P/F Option
February 3	Monday	Last Day to Drop Without Record
February 3	Monday	Last Day to Drop with 80% Tuition Adjustment
February 7	Friday	Last Day to Drop with 50% Tuition Adjustment
February 14	Friday	Last Day to Drop with 40% Tuition Adjustment
February 21	Friday	Last Day to Drop with 30% Tuition Adjustment
February 28	Friday	Last Day to Drop with 25% Tuition Adjustment
March 3	Monday	Last Day to Withdraw with an Automatic “W”
March 7	Friday	Last Day to Drop with 20% Tuition Adjustment
March 14	Friday	Last Day to Drop with 15% Tuition Adjustment
March 14	Friday	Incomplete Fall Work Due to Instructor
March 14	Friday	Midterm
March 14	Friday	Last Day to Change Meal Plan
March 17–21	Monday–Friday	Spring Recess (Residential Facilities Remain Open)
March 24	Monday	Classes Resume
March 24	Monday	Midterm Grades Due, Noon
April 7–11	Monday–Friday	Registration for Fall Term
April 14	Monday	Early Registration for Summer Begins
April 21	Monday	Open Registration for Fall Begins (Continuing & Transfer Students)
May 7	Wednesday	Last Day of Classes
May 8–11	Thursday–Sunday	Reading Period (No Classes)
May 12–16	Monday–Friday	Final Examinations
May 16	Friday	Board Plan Meal Service Closes, 6 p.m.
May 16	Friday	Class of 2014 Graduation Party, 8 p.m.
May 17	Saturday	Residential Facilities Close for Nongraduating Students, Noon
May 17	Saturday	Convocation, 2 p.m.
May 18	Sunday	Baccalaureate, 10 a.m.
May 18	Sunday	Commencement, 2 p.m.
May 19	Monday	Residential Facilities Close for Graduating Seniors, Noon
May 28	Wednesday	Final Grades Due, Noon
May 29	Thursday	Probation/Dismissal Meeting for Spring 2014, 1 p.m.

## Summer Session 2014

### Term I

May 19	Monday	Term I Begins
May 19	Monday	Last Day to Drop with 100% Tuition Adjustment
May 23	Friday	Last Day to Exercise P/F Option
May 23	Friday	Last Day to Add a Class
May 23	Friday	Last Day to Register for Audit
May 23	Friday	Last Day to Drop without Record
May 23	Friday	Last Day to Drop with 50% Tuition Adjustment
May 26	Monday	Memorial Day (No Classes)
May 30	Friday	Last Day to Withdraw with an Automatic “W”
May 30	Friday	Last Day to Drop with 25% Tuition Adjustment
June 27	Friday	Term I Ends
July 8	Tuesday	Term 1 Grades Due, Noon

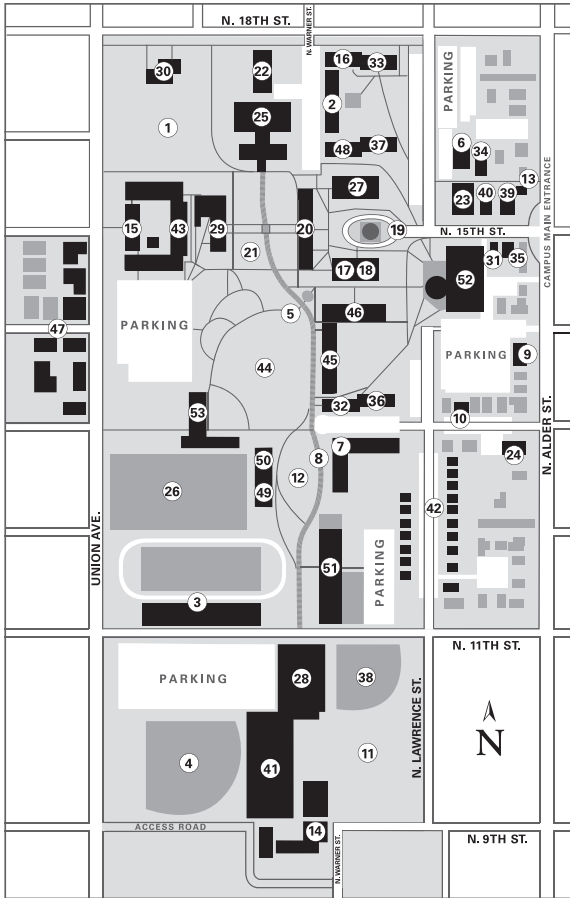
**Term II**

June 30	Monday	Term II Begins
June 30	Monday	Last Day to Drop with 100% Tuition Adjustment
July 3	Thursday	Last Day to Exercise P/F Option
July 3	Thursday	Last Day to Add a Class
July 3	Thursday	Last Day to Register for Audit
July 3	Thursday	Last Day to Drop without Record
July 3	Thursday	Last Day to Drop with 50% Tuition Adjustment
July 4	Friday	Independence Day Holiday (No Classes)
July 11	Friday	Last Day to Withdraw with an Automatic "W"
July 11	Friday	Last Day to Drop with 25% Tuition Adjustment
August 8	Friday	Term II Ends
August 18	Monday	Term II Grades Due, Noon

**Term A**

June 23	Monday	Term A (MAT) Begins
June 23	Monday	Last Day to Drop with 100% Tuition Adjustment
June 27	Friday	Last Day to Drop with 75% Tuition Adjustment
June 27	Friday	Last Day to Exercise P/F Option
June 27	Friday	Last Day to Add a Class
June 27	Friday	Last Day to Register for Audit
June 27	Friday	Last Day to Drop without Record
July 3	Thursday	Last Day to Drop with 50% Tuition Adjustment
July 3	Thursday	Last Day to Withdraw with an Automatic "W"
July 4	Friday	Independence Day Holiday (No Classes)
July 7	Monday	Last Day to Drop with 25% Tuition Adjustment
August 15	Friday	Term A Ends
August 25	Monday	Term A Grades Due, Noon

# University of Puget Sound Campus Map



- |   |  |   |
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| 1 Alcorn Arboretum                          | 19 Jones Circle                              | 37 Smith Residence Hall   |
| 2 Anderson/Langdon Residence Hall           | 20 Jones Hall/Norton Clapp Theatre           | 38 Softball Field   |
| 3 Baker Stadium/Peyton Field/Shotwell Track | 21 Karlen Quad                               | 39 Student Activities/Residence Life                                    |
| 4 Baseball Diamond                          | 22 Kilworth Memorial Chapel                  | 40 Student Diversity Center   |
| 5 Benefactor Plaza                          | 23 Kittredge Hall and Art Gallery            | 41 Tennis Pavilion  |
| 6 Ceramics Building                         | 24 Langlow House                             | 42 Theme House Row  |
| 7 Commencement Hall                         | 25 Library, Collins Memorial                 | 43 Thompson Hall  |
| 8 Commencement Walk                         | 26 Lower Baker Field                         | 44 Todd Field   |
| 9 Communications House                      | 27 McIntyre Hall                             | 45 Todd/Phibbs Residence Hall   |
| 10 Community Involvement and Action Center  | 28 Memorial Fieldhouse/Pamplin Sports Center | 46 Trimble Residence Hall/Trimble Forum                                 |
| 11 East Athletic Field                      | 29 Music Building/Schneebeck Concert Hall    | 47 Union Avenue Residences  |
| 12 Event Lawn                               | 30 President's House                         | 48 University Residence Hall  |
| 13 Expeditionary                            | 31 Print and Copy Services                   | 49 Wallace Pool   |
| 14 Facilities Services                      | 32 Register Residence Hall                   | 50 Warner Gymnasium   |
| 15 Harned Hall/Oppenheimer Café             | 33 Schiff Residence Hall                     | 51 Weyerhaeuser Hall/Mobility Park                                      |
| 16 Harrington Residence Hall                | 34 Sculpture Building                        | 52 Wheelock Student Center/Diversions Café/The Cellar/Rasmussen Rotunda |
| 17 Howarth Hall                             | 35 Security Services                         | 53 Wyatt Hall   |
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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.



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