



UNIVERSITY of
PUGET
SOUND

BULLETIN

2019–2020 | Course Catalog



University Accreditation and Memberships

The University of Puget Sound is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Avenue NE, Suite 100, Redmond, WA 98052, (425) 558-4224.

Accreditation of an institution of higher education by the Northwest Commission on Colleges and Universities indicates that it meets or exceeds criteria for the assessment of institutional quality evaluated through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation. Accreditation by the Northwest Commission on Colleges and Universities is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather, it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

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 Professional
Educator Standards Board

Music by the National Association of Schools of Music

Occupational Therapy by the Accreditation Council for
Occupational Therapy Education

American Occupational Therapy Association
4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449
301.652.2682 | acoteonline.org

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 Hall, Room 212.

University of Puget Sound is committed to being accessible to all people. For accessibility information please contact 253.879.3236 or accessibility@pugetsound.edu.

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The information contained in this *Bulletin* is current as of June 2019. 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

Established in 1888, University of Puget Sound is a 2,600-student independent residential national liberal arts college, with three small graduate programs, located in Tacoma, Washington. 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 is governed today by a wholly independent board of trustees, and maintains its status as a church-related and affiliated institution in accordance with the criteria established by the Church's University Senate. The college maintains a relationship with The United Methodist Church based on shared history and values held in common, including the importance of access to a high quality education, academic freedom, social justice, environmental stewardship, and global focus.

The university's primary goal is to provide an outstanding liberal arts education that prepares students for creative and useful 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. The university also provides distinctive graduate programs in education, occupational therapy, and physical therapy.

Mission

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

Faculty and Students

The faculty and Board of Trustees support a program committed to comprehensive liberal learning and academic excellence. The full-time faculty of approximately 225 is first and foremost a teaching faculty, selected not only for 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 identity characteristics, regardless of age, disability, sex, race, ethnicity, religion/spiritual tradition, gender identity and expression, sexual identity, veteran status, job status or socioeconomic class, nation of origin, language

spoken, documentation status, personal appearance and political beliefs. 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: *A student completing the undergraduate curriculum will be able to* (1) think critically and creatively; (2) communicate clearly and effectively, both orally and in writing; (3) develop and apply knowledge both independently and collaboratively and will have developed (4) familiarity with diverse fields of knowledge and the ability to draw connections among them; (5) solid grounding in the field of the student's choosing; (6) understanding of self, others, and influence in the world; and (7) an informed and thoughtful sense of justice and a commitment to ethical action.

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*.

Majors

African American Studies
Biochemistry
Environmental Policy and Decision Making
International Political Economy
Molecular and Cellular Biology
Natural Science
Science, Technology, and Society
Special Interdisciplinary Major

Minors and Emphases

Asian Studies
Bioethics
Education Studies
Global Development Studies
Gender and Queer Studies
Humanities
Latin American Studies
Latina/o Studies
Neuroscience

Several academic departments offer interdisciplinary majors as well, including Classics, the Business Leadership Program (School of Business and Leadership), French Studies, German Studies, Hispanic Studies, and a Music BA with Elective Studies in Business (School of Music).

Writing at Puget Sound

At Puget Sound, writing lies at the heart of a liberal arts education. From Bookends, 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; contributing to *Sound Writing*, our student written campus writing handbook; writing for *The Trail*, the student newspaper; working on *Tamawanas*, the yearbook; contributing to *Crosscurrents* (the campus literary magazine), *Elements: The Scientific Magazine* of the University of Puget Sound (wholly student-conceived and produced biannually), or *Wetlands* (a publication of literary and artistic materials related to questions of gender and sexuality); 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 85,000 specimens of mammals, birds, reptiles, amphibians, plants, and insects. In addition to serving Puget Sound students and faculty for classes and research, the museum also serves the local community, and other scientists, artists, and educators worldwide through educational programs, exhibits, visits, and loans. The museum has an extensive volunteer program where students can gain valuable teaching experience. For more information visit: pugetsound.edu/academics/academic-resources/slater-museum/

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 Abroad Program (PacRim), in which students study in several Asian countries over a nine-month period. The University of Puget Sound also offers short-term faculty-led programs to different locations each year.

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.

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, 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 include Tennessee Williams' *A Streetcar Named Desire*, Suzan-Lori Parks' *365 Days/365 Plays*, Charles Mee's *Iphigenia 2.0*, Sara Ruhl's *In the Next Room (or the Vibrator Play)*, Steven Sater and Duncan Sheik's *Spring Awakening* (from the play by Frank Wedekind), Shakespeare's *Twelfth Night*, Horton Foote's *A Trip*

to *Bountiful*, C. Rosalind Bell's *The New Orleans Monologues*, and Anton Chekhov's *Uncle Vanya*. Plays directed by students as part of our Senior Theatre Festival include David Auburn's *Proof*, Rajiv Joseph's *Grotesque Playground Injuries*, Will Eno's *Gnit*, Shakespeare's *Macbeth*, David Henry Hwang's *Yellow Face*, Paul Vogel's *How I Learned to Drive*, Sophie Treadwell's *Machinal*, David Lindsay-Abaire's *Rabbit Hole*, Martin McDonagh's *The Pillowman*, Ariel Dorfman's *Death and the Maiden*, Mary Zimmerman's *The Secret in the Wings*, Arthur Miller's *All My Sons*, and Caryl Churchill's *Top Girls*. The Matthew Norton Clapp Endowment for Visiting Artists enriches campus life by bringing distinguished innovators of contemporary theatre to campus for workshops and presentations. Past guest artists have included Pulitzer Prize winning playwrights Edward Albee and Robert Schenkkan along with Bill T. Jones, Guillermo Gomez-Peña, Holly Hughes, Steven Dietz, Russell Davis, C. Rosalind Bell, and many others from theatres and universities across North America. 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 department, the ASUPS Bare Bones Collective and other student-initiated 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 Orchestra, 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, residing in a suite focused on environmental policy and decision-making, 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, membership 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 equity and inclusion 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 or Oppenheimer 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 (pugetsound.edu/student-life), in the daily calendar (pugetsound.edu/calendar), or at the ASUPS website (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. A sample of current programs include the Puget Sound Brass Camp, Senior University, Off the Shelf with Tacoma Little Theatre, Math Circles, and McCarver Day at Puget Sound. For more information, visit pugetsound.edu/csi.

Race and Pedagogy Institute

The Race and Pedagogy Institute, 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 rac-

ism. Since 2006 the initiative has served as an incubator, catalyst, and forum for a variety of programs and projects. The initiative hosted the 2014 Race and Pedagogy National Conference, welcoming to campus more than 2,000 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 “What NOW is the Work of Education and Justice?: Mapping a New Critical Conscience.” Visit pugetsound.edu/raceandpedagogy for more information and to learn about the national conference.

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 pugetsound.edu/soundpolicy.

Freedom Education Project Puget Sound

Freedom Education Project Puget Sound (FEPPS) provides a rigorous accredited college program to incarcerated women in Washington and creates pathways to educational opportunity after women are released from prison. The goal is to increase women prisoners’ economic and personal empowerment, contribute to family stability, and reduce recidivism through college education. As a Signature Initiative of the University of Puget Sound, more than 20 Puget Sound professors have taught a course or given a lecture at the prison and several Puget Sound undergraduates have volunteered to work in study halls. More information is available at pugetsound.edu/fepps.

- Japanese
- Music
- Philosophy
- Politics and Government
- Psychology
- Religious Studies
- Science, Technology, and Society
- Sociology and Anthropology
- Special Interdisciplinary Major
- Studio Art
- Theatre Arts

Bachelor of Science (B.S.) 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 (B.M.) with a Major in

- Elective Studies in Business
- Music Education
- Performance

Minors Offered

- African American Studies
- Art History
- Asian Studies
- Biology
- Business
- Chemistry
- Chinese
- Classics
- Communication Studies
- Computer Science
- Economics
- Education Studies
- English
- Environmental Policy and Decision Making
- Exercise Science
- French
- German
- Gender and Queer Studies
- Geology
- Global Development Studies
- History
- Japanese
- Latin American Studies
- Latina/o Studies
- Mathematics
- Music
- Neuroscience
- Philosophy

UNDERGRADUATE PROGRAMS AND DEGREES

Undergraduate Degrees

Bachelor of Arts (B.A.) with a Major in

- African American Studies
- Art History
- Business
- Chemistry
- Chinese
- Classics
- Communication Studies
- Economics
- English
- Environmental Policy and Decision Making
- French
- French International Affairs
- German Studies
- Hispanic International Studies
- Hispanic Studies (Language, Culture, and Literature)
- History
- International Political Economy

Physics
Politics and Government
Religious Studies
Science, Technology, and Society
Sociology and Anthropology
Spanish
Studio Art
Theatre Arts

Interdisciplinary Emphasis in

Bioethics
Interdisciplinary Humanities

Undergraduate Degree Requirements

General

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. 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 credit/no credit, 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 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. Earn a minimum of 6 of the last 8 units in residence at the University of Puget Sound.
 4. Maintain a minimum grade-point average (GPA) of 2.00 in all courses taken at Puget Sound.
 5. Maintain a minimum GPA of 2.00 in all graded courses, including transfer courses.
 6. 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.
 7. Successfully complete Puget Sound's core requirements. (Courses taken credit/no credit will not fill Puget Sound core requirements.) 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.
Students applying transfer credit to their degree requirements must complete at least the following minimum core requirements in residence at Puget Sound.
 - a. Students entering with freshman or sophomore standing must complete at least a course in Connections, the second Seminar in Scholarly Inquiry, and two additional core areas. Up to four (4) core courses may be completed with transfer credit.
 - b. Students entering with junior standing must complete at least a course in Connections, the second Seminar in Scholarly Inquiry, and one additional core area. Up to five (5) core courses may be completed with transfer credit.
 8. Satisfy the foreign language graduation requirement in one of the following ways*:
 - a. Successfully complete two graded semesters of a single foreign language at the 101-102 college level, or one graded semester of a foreign language at the 200 level or above. (Courses taken credit/no credit will not fulfill the foreign language graduation requirement.);
 - b. Pass a Puget Sound-approved foreign language proficiency exam;
 - 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.
 - d. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language, such as graduation from a foreign high school or completion of a proficiency exam.
 - e. Students with documented learning disabilities which affect the ability to process language should consult with the Office of Student Accessibility and Accommodation.
 9. Satisfy the Knowledge, Identity, and Power (KNOW) graduation requirement by successfully completing one course that has been approved to meet that requirement. See below for details.
 10. Earn at least 3.0 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 departmental approval and at least 2 prerequisites. (Courses taken credit/no credit will not fulfill the upper division course graduation requirement.)
 11. 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 credit/no credit unless they are mandatory pass/fail courses.)
 12. Complete all incomplete or in-progress grades.
 13. 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
 14. All coursework must be completed by the last day of the graduation term.
- * A student with a learning disability that affects the ability to learn a foreign language should consult with the Office of Student Accessibility and Accommodations.

Knowledge, Identity, and Power Requirement

Courses fulfilling the KNOW requirement are approved by the Curriculum Committee based on the guidelines listed in the following rubric:

1. *Learning Objectives:* Courses in Knowledge, Identity and Power (KNOW) provide a distinct site for students to develop their understanding of the dynamics and consequences of power differentials, inequalities and divisions among social groups, and the relationship of these issues to the representation and production of knowledge. In these courses, students also develop their capacity to communicate meaningfully about issues of power, disparity, and diversity of experiences and identities.
2. *Guidelines:*
 - a. These courses promote critical engagement with the causes, nature, and consequences of individual, institutional, cultural and/or structural dynamics of disparity, power, and privilege. These courses provide opportunities for students to (a) engage in dialogue about issues of knowledge, identity, and power, and (b) consider linkages between their social positions and course themes related to these issues.
 - b. KNOW courses may also fulfill other program or graduation requirements.

The following courses have been approved as satisfying the Knowledge, Identity, and Power requirement.

AFAM 101 Introduction to African American Studies

AFAM 201 Methods in African American Studies
 AFAM 265 Thinking Ethically
 AFAM 304 Capital and Captivity
 AFAM 310 African Diaspora Experience
 AFAM 355 African American Women in American History
 AFAM 360 Civil Rights and Culture
 AFAM 370 Communication and Diversity
 AFAM 375 The Harem Renaissance
 ASIA 344 Asia in Motion
 BIOL 362 Nanobiology
 BUS 365 Cultural Diversity and Law
 CLSC 322 Race & Ethnicity in the Ancient World
 CLSC 325 Sex & Gender in Classical Antiquity
 CLSC 330 Theories of Myth
 COMM 361 Organizing Difference
 COMM 370 Communication and Diversity
 COMM 372 Contemporary Media Culture: Deconstructing Disney
 CONN 334 Truth and Reconciliation in South Africa and Beyond
 CONN 358 The Mississippi River
 EDUC 419 American Schools Inside and Out
 EDUC 420 Multiple Perspectives on Classroom Teaching and Learning
 ENGL 242 Introduction to Native American Literature
 ENGL 247 Introduction to Popular Genres
 ENGL 372 History of Rhetorical Theory
 ENVR 326 People, Politics, and Parks
 ENVR 343 Buddhist Environmentalisms
 FREN 391 African Women Writers
 GERM 300 German Cinema of the Weimar Republic and Under National Socialism, 1919-1945
 GERM 305 Culture in the Third Reich
 GQS 201 Introduction to Gender, Queer, and Feminist Studies
 GQS 220 What is Queer?
 GQS 327 Queer Cultures
 HIST 383 Borderlands: La Frontera: The U.S.-Mexico Border
 HON 214 Interrogating Inequality
 HUM 327 Queer Cultures
 HIST 307 The Crusades
 HUM 368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism
 HIST 375 History of Sport in US Society
 IPE 101 Introduction to International Political Economy
 IPE 311 Political Economy of International Development
 LAS 100 Introduction to Latin American Studies
 LTS 200 Latina/o America: A Critical Introduction to Latina/o Studies
 MUS 223 Women in Music
 MUS 393 Introduction to Secondary Music Education
 PG 104 Introduction to Political Theory
 PG 315 Law and Society
 PG 326 People, Politics, and Parks
 PG 346 Race in the American Political Imagination
 PG 390 Gender and Philosophy
 PHIL 106 Language, Knowledge, and Power
 PHIL 389 Race and Philosophy
 PHIL 390 Gender and Philosophy
 PSYC 265 Cross-Cultural Psychology
 PSYC 270 Psychology of Diversity
 PSYC 373 Perceiving Self and Other
 REL 265 Thinking Ethically
 REL 270 Religion, Social Movements and (in)Justice in the United States

REL 307 Prisons, Gender, and Education
 REL 323 Islam, Gender & Sexuality
 SOAN 101 Introduction to Sociology
 SOAN 102 Introduction to Anthropology
 SOAN 215 Race and Ethnic Relations
 SOAN 303 Contemporary Immigration, Race, and Immigration Regimes in the U.S.
 SOAN 370 Disability, Identity, and Power
 SPAN 210 Latina/o America: A Critical Introduction to Latina/o Studies
 SSI1 104 Why Travel?: Tales from Far and Wide
 SSI1 106 Cleopatra: History and Myth
 SSI1 135 Hurricane Katrina and the History of New Orleans
 SSI2 185 Queer Case Files
 STS 324 Science and Race: A History
 STS 344 History of Ecology
 THTR 250 World Theatre I: African Diaspora
 THTR 252 World Theatre II: Asian Theatres

Major

Students declare their major area of study by the end of the sophomore year through the Office of Academic Advising. One major is required of all graduates. The specific requirements for a major are established by the department and approved by the Curriculum Committee. Each student must have the major program approved prior to graduation.

An academic major requires a minimum of 8.00 units within a department or program, of which 4.00 units must be residence credit. A 2.00 minimum cumulative GPA is required in all major courses in the department or program. Additionally, a 2.00 minimum GPA is required in all department or program major courses in combination with any ancillary courses required. Some departments or programs may require a grade point average higher than 2.00 for completion of a major or minor. All major courses including those in excess will apply to the major grade point average. Student Academic Requirements reports outline grade point average requirements in detail.

Courses graded with the credit/no credit option may not be counted toward major requirements

Students must meet the requirements for a major or minor as published in the Bulletin unless a requirement is specifically modified by the department. Any such modification must be recorded in writing and sent by the department chair to the Registrar.

Multiple Majors

Students may declare more than one major. For a student who completes majors associated with different bachelor's degrees, the major declared as the "first" major designates the degree. All majors must be complete before the degree is awarded.

Students may not earn multiple majors from the same department, school, or program. Some exceptions exist:

1. Computer Science and Mathematics
2. Chinese and Japanese

Minor

A minor is not required for the degree. Students declare their minor through the Office of Academic Advising. The specific requirements for a minor are established by the department or program and approved by the Curriculum Committee.

An academic minor requires a minimum of 5.00 units, of which at least 3.00 units must be residence credit. A 2.00 minimum cumulative GPA is required in all minor courses in the department or program. Some departments or programs may require a grade point average higher for completion of the minor. All minor courses including those in

excess will apply to the minor grade point average. Student Academic Requirements reports outline grade point average requires in detail.

Courses graded with the pass/fail option may not be counted toward minor requirements.

Students must meet the requirements for a minor as published in the Bulletin unless a requirement is specifically modified by the department or program. Any such modification must be recorded in writing and sent by the department chair or program director to the Office of the Registrar. Minor(s) must be completed before the degree is awarded.

A student may not major and minor in the same department and may not earn multiple minors from the same department. Some exception exist:

1. Students may major or minor in Computer Science and may major or minor in Mathematics
2. Students may major and/or minor in different foreign languages.

Simultaneous Baccalaureate Degrees

Students who wish to earn two baccalaureate degrees simultaneously must complete:

- a. university requirements for a baccalaureate degree with two majors,
- b. a minimum of 40 total units and a minimum of 24 units in residence,
- c. a minimum of 6 of the last 8 units in residence.

For purposes of other academic policies, simultaneously earned degrees may both be considered “first” degrees.

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, and graded units earned in residence.

Participation in Commencement Ceremonies

Commencement is held once a year in the month of May. In general, a student participates in the Commencement nearest the time of completion of requirements for a degree. Students must apply for a degree by the deadline date for the ceremony in order to be considered for Department Honors and to be listed in the printed Commencement program. Students who are currently on suspension, dismissal or who have been expelled may not participate in the Commencement Ceremony.

Honors

University Honors (cum laude, magna cum laude, summa cum laude) are awarded to first baccalaureate degree candidates. To qualify, a student must have at least 16.00 graded units taken in residence at Puget Sound and a minimum cumulative grade point average from the University of Puget Sound of 3.70, 3.80, or 3.90 respectively.

Honors in the Major are awarded to those first baccalaureate degree candidates who have been recommended by their major department in recognition of outstanding achievement in the area of the major. Only 10 percent of a department’s graduates will receive Honors in the Major. Students graduating with a Special Interdisciplinary Major (SIM) will receive Honors in the Major if they earn a grade point average of 3.70 or higher in courses required for the SIM.

The citation of Coolidge Otis Chapman Honors Scholar is awarded at graduation to provide recognition for outstanding work done through the university’s Honors Program. This honor, named in memory of a former distinguished member of the faculty, is awarded for completion of all requirements of the Honors Program, including a bachelor’s thesis.

The Robert Trimble Distinguished Asia Scholar is awarded at graduation to students who demonstrated academic excellence in the Asian Studies Interdisciplinary Program or Minor and have completed all requirements for this honor as outlined in the Bulletin.

THE CORE CURRICULUM

The faculty of the University of Puget Sound has designed the core curriculum to give undergraduates an integrated and demanding introduction to the life of the mind and to established methods of intellectual inquiry. The Puget Sound undergraduate’s core experience begins with two first-year seminars that guide the student through an in-depth exploration of a focused area of interest and that sharpen the student’s skills in constructing persuasive arguments. In the first three years of their Puget Sound college career, students also study five “Approaches to Knowing”—Artistic, Humanistic, Mathematical, Natural Scientific, and Social Scientific. 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 themselves 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, minor, or emphasis requirements, nor may students enroll in them after fulfilling the core requirement. Some first-year seminars can simultaneously fulfill the Knowledge, Identity, and Power graduation requirement. Students may not enroll in more than one seminar per term. SS11 is a prerequisite for SS12.

Years 1 through 3: Five Approaches to Knowing

Artistic	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
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The sections which follow detail the courses that, as of June 2018, fulfill each Core category in the 2018-19 academic year. Full course descrip-

tions 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 SS11/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.

See course descriptions starting after this listing.

SS11/SSI2 101 Dionysus & the Art of Theatre
 SS11/SSI2 102 Rhetoric and Religion
 SS11/SSI2 103 Alexander the Great
 SS11 104 Why Travel: Tales from Far and Wide
 SS12 104 Travel Writing and The Other
 SS11/SSI2 105 Imagining the American West
 SS11/SSI2 106 Cleopatra: History and Myth
 SS11/SSI2 107 Leadership in American History
 SS11/SSI2 108 Empowering Technologies: Energy in the 21st Century
 SS11/SSI2 109 Rhetoric, Film, and National Identity
 SS11/SSI2 110 Examining Dogs Through the Lens of Science
 SS11/SSI2 111 Life, Death, and Meaning
 SS11/SSI2 112 Salsa, Samba, and Soccer: Popular Culture in Latin America
 SS11 113 Imagining a New World
 SS12 113 Digital Methods in the Study of Literature
 SS11/SSI2 114 Understanding High Risk Behavior
 SS11/SSI2 115 Imaging Blackness
 SS11/SSI2 116 Communicating Forgiveness and Revenge
 SS11 117 People, Plants, and Animals
 SS12 117 Coming Out! The Gay Liberation Movement
 SS11/SSI2 118 Doing Gender
 SS11 119 Einstein and Everything
 SS12 119 Foodways: Human Appetites
 SS11/SSI2 120 Hagia Sophia: From the Emperor's Church to the Sultan's Mosque
 SS11 121 Multiracial Identities
 SS12 121 American Songs
 SS11/SSI2 122 Ecotopia? Landscape, History, and Identity in the Pacific Northwest
 SS11 123 Diego Rivera and Frida Kahlo: Lives of Art and Politics
 SS12 123 The Search for Extraterrestrial Intelligence
 SS11/SSI2 124 Utopia/Dystopia
 SS11 125 Geomythology of Ancient Catastrophes
 SS11/SSI2 126 Gender, Literacy, and International Development
 SS11 127 "Why Beethoven?"
 SS11/SSI2 128 The Philosophy and Science of Human Nature
 SS11 129 Mao's China: A Country in Revolution
 SS11 130 Chinese Popular Stories to Awaken the World
 SS11 131 Athens, Freedom, and the Liberal Arts
 SS12 131 Social Justice and Radical Politics in Early 20th-Century America
 SS11/SSI2 132 Wild Things
 SS11/SSI2 133 Not Just Fun and Games: Sport and Society in the Americas
 SS11/SSI2 134 Dreams and Desire: The Liminal World
 SS11/SSI2 135 From Earthquakes to Epidemics: Catastrophe in United States Culture

SS11 136 Urban America: Problems and Possibilities
 SS12 136 Suburbia: Dream or Nightmare?
 SS11 137 Una Descarga Latina: A History of Latino Popular Culture in the US
 SS11/SSI2 138 How Dramatic Comedy Makes Sense of the World: From Aristophanes to the Absurd
 SS11/SSI2 139 The Third Wave: Rock After the Beatles
 SS11/SSI2 140 Electric Bodies: Experiment in the Age of the Enlightenment
 SS11/SSI2 141 Architectures of Power
 SS11 142 The Concept "Orwellian"
 SS11/SSI2 143 Controversies of Communication and Technology
 SS11/SSI2 144 Constitutional Controversies
 SS11 145 Anime Bodies: Metamorphoses and Identity
 SS11/SSI2 146 The Good Life
 SS11 147 Contemporary Art Theory and Critique
 SS11 148 Journalism and Democracy
 SS12 148 Medical Narratives
 SS11 149 Transgressive Bodies
 SS12 149 Creationism vs Evolution in the U.S.
 SS11/SSI2 150 Exploring Bioethics Today
 SS11 151 Just Asking Questions: The Power, Psychology, and Politics of Fake News and Conspiracy Theories
 SS12 151 The Natural History of Dinosaurs
 SS11 152 Gender and Performance
 SS11/SSI2 153 Scientific Controversies
 SS11/SSI2 154 The Anthropology of Food and Eating
 SS12 155 Issues in Disability
 SS12 156 Worlds of the Bible
 SS12 157 Chinese Painting in the West
 SS11 158 The Digital Age and Its Discontents
 SS12 159 Evolution for All
 SS11 160 The Dilemmas of Statecraft: Foreign Policy and the Ethics of Force
 SS12 160 Modernist Literature
 SS11 161 Social Order and Human Freedom
 SS11 162 Colonialism and Films
 SS12 162 Mary and 'Aisha: Feminism and Religion
 SS11/SSI2 163 Becoming Modern: Paris 1870-1900
 SS12 164 The Rhetoric of Warfare: 1908-1938
 SS11 165 Never Really Alone: Symbiosis and Parasitism Around and Within Us
 SS11 166 Applied Ethics
 SS11 167 Learning from Indigenous Societies
 SS12 167 The Russian Revolution
 SS12 168 Zen Insights and Oversights
 SS12 169 A Year in the Life of William Shakespeare
 SS11/SSI2 170 Perspectives: Space, Place, and Values
 SS11 171 Medical Discourse and the Body
 SS11 172 The Scientific and Romantic Revolutions
 SS11 173 Alexander Hamilton's America: The Political Economy behind the Musical
 SS11 174 Lethal Othering: Critiquing Genocidal Prejudice
 SS11 175 Utopia and the Imagination
 SS11/SSI2 176 American Autobiography from Franklin to Facebook
 SS11 177 Marriage in History and Literature: An Inquiry into What This Institution is For
 SS12 177 The Digital Present and Our Possible Techno Futures
 SS12 178 George Gershwin
 SS11 179 Women, Art, and Power in Byzantium
 SS12 179 A Russian Mystery: Casting Shadows, Casting Light

SSI2 180 The French Revolution
SSI1 181 Science and Theater
SSI2 182 Against Equality? The Marriage Equality Movement and its Queer Critics
SSI2 183 Information from Gutenberg to Google
SSI2 184 Past Lives
SSI2 185 Queer Case Files: Gender and Sexual Deviance in Postwar America
SSI1/SSI2 186 Presidential Rhetoric
SSI1/SSI2 187 Controversies of Communication: The American Dream
SSI1 188 The Tudors
SSI2 189 Experiences of World War II in Europe
SSI1 190 Translation on Stage: Language, Culture, and Genre
SSI2 190 Sources and Adaptations
SSI1 191 Unsolved History: Engaging with the Mysterious Past
SSI1/SSI2 192 Elvis and MJ: The Image of the Kings
SSI1 193 An Investigation of Literary Naturalism
SSI2 194 Castles
SSI1 195 Honors: The Scientific and Romantic Revolutions
SSI2 196 Honors: Postmodernism and the Challenge of Belief
SSI2 197 The Artificial Intelligence Revolution

Artistic Approaches (one unit)

A course to develop a critical, interpretive, and analytical understanding of art through the study of an artistic tradition. This course should be taken during the first three years.

ARTH 275 Studies in Western Art I: Ancient through Medieval Art
ARTH 276 Studies in Western Art II: Fourteenth to the Twenty-First Century
ARTH 278 Survey of Asian Art
ARTH 302 The Art of Mexico and Mesoamerica
ARTS 102 The Principles of 3D Design
ARTS 147 A History of Ceramics Through Making
ARTS 202 The Printed Image
CLSC 201 Ancient Tragedy
ENGL 211 Introduction to Creative Writing: Story vs. Anti-Story
ENGL 212 The Craft of Literature
ENGL 213 Biography/Autobiography/Memoir
GERM 300 German Cinema of the Weimar Republic and under National Socialism, 1919-1945
GERM 305 Culture in the Third Reich
GERM 310 WWI in Literature and the Other Arts, 1908-1938
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 105 Music in the United States
MUS 123 Discovering 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 223 Women in Music
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 200 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 210 Black Fictions and Feminism
ALC 205 Great Books of China and Japan
ALC 215 Stories of the Strange: From Fox Spirits to the Monkey King in Chinese Literature
ALC 225 Visualized Fiction: Cinematic Adaptations of Traditional Chinese Literature
ALC 310 Death and Desire in Premodern Japanese Literature
ALC 320 Self and Society in Modern Japanese Literature
ALC 325 Chinese Cinema: Ideology and the Box Office
ALC 330 Writing the Margins in Contemporary Japanese Literature
ALC 335 The Chinese Classic Novel: Real Illusions, Virtuous Violence, and the Romance of the State
ALC 345 Revenge and Retribution
ASIA 350 Tibet—Real, Imagined, and Perceived
CLSC 200 Introduction to Classical Literature
CLSC 209 History of the Ancient Near East
CLSC 210 Classical Mythology
CLSC 211 Greek History
CLSC 212 Roman History
CLSC 231 Greek and Roman Epic
CLSC 325 Sex and Gender in Classical Antiquity
COMM 170 Introduction to Media Studies: Governmentality and Torture
COMM 171 Introduction to American Civic Rhetoric
COMM 180 Introduction to Critical Issues in Public Culture: Democracy and Identity in US Public Discourse
COMM 291 Film Culture
ENGL 204 The American Dream: Loss and Renewal
ENGL 206 Literature by Women
GERM 202 Intermediate German
GQS 201 Introduction to Gender and Feminist Studies
HIST 101 Roots of the Western Experience
HIST 102 Western Civilization: 1650-1990
HIST 103 History of Modern Europe
HIST 152 American Experiences I: Origins to 1877
HIST 153 American Experiences II: 1877 to Present
HIST 224 Russia Since 1861
HIST 230 The Roots of English Society and Politics
HIST 245 Chinese Civilizations
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 202 Digital Investigation of Literary Naturalism
HUM 210 Power and Culture in Periclean Athens and Augustan Rome

HUM 260 It's Only Rock and Roll: Rock from Cradle to Adolescence
 HUM 288 The Ideas of the Bible
 LAS 100 Introduction to Latin American Studies
 LTS 200/SPAN 210 Latina/o America: A Critical Introduction to Latina/o Studies
 PHIL 101 Introduction to Philosophy
 PHIL 210 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, Psychedelics 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 322 Islamic Law (Sharia)
 REL 365 Antisemitism and the Holocaust
 SOAN 102 Introduction to Anthropology
 STS 100 Apes, Angels, and Darwin
 STS 201 Science, Technology, and Society I: Antiquity to 1800
 STS 202 Science, Technology, and Society II: Since 1800
 STS 344 Ecological Knowledge in Historical Perspective

GEOL 104 Physical Geology of North America
 GEOL 105 Oceanography
 GEOL 110 Regional Field Geology
 HON 212 Origins of the Modern World View
 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

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 240 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 102 Evolution and Biology of Sex
 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

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 101 Introduction to Markets and Macroeconomics
 HON 214 Social Scientific Approaches to Knowing
 IPE 101 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
 PHIL 106 Language, Knowledge, and Power
 PSYC 225 Social Psychology
 SOAN 101 Introduction to Sociology
 SOAN 103 Social Problems
 SOAN 212 Sociology of Gender
 SOAN 230 Indigenous Peoples: Alternative Political Economies
 SOAN 301 Power and Inequality

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 40.

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 335 Chinese Painting and Poetry
 ASIA 341 Asia Pop! An Exploration of Popular Culture in 20th and 21st Century East Asia
 ASIA 344 Asia in Motion
 CONN 303 Art-Science: Inquiry into the Intersection of Art, Science, and Technology
 CONN 304 The Invention of Britishness: History and Literature
 CONN 307 Hooch: The Natural and Social Science of Liquor
 CONN 309 Applied Environmental Politics and Agenda Setting
 CONN 313 Biomimicry and Bioart

CONN 318 Crime and Punishment
 CONN 320 Health and Medicine
 CONN 322 Jihad and Islamic Fundamentalism
 CONN 325 The Experience of Prejudice
 CONN 330 Finding Germany: Memory, History, and Identity in Berlin
 CONN 332 Witchcraft in Colonial New England
 CONN 333 Nations and Nationalism in Modern Europe
 CONN 334 Truth and Reconciliation in South Africa and Beyond
 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 354 Hormones, Sex, Society, & Self
 CONN 357 Exploring Animal Minds
 CONN 358 The Mississippi River
 CONN 359 The United States in the 1960s
 CONN 370 Rome: Sketchbooks and Space Studies
 CONN 372 The Gilded Age: Literary Realism and Historical Reality
 CONN 375 The Art and Science of Color
 CONN 377 Caesar in Vietnam: PTSD in the Ancient World?
 CONN 379 Postcolonial Literature and Theory
 CONN 387 Never-Never Land
 CONN 390 Black Business Leadership: Past and Present
 CONN 393 The Cognitive Foundations of Morality and Religion
 CONN 395 China and Latin America: A New Era of Transpacific Relations
 CONN 397 Migration and the Global City
 CONN 410 Science and Economics of Climate Change
 CONN 415 Education and the Changing Workforce
 CONN 420 The American Progressive Ideal
 CONN 478 Animals, Law, and Society
 CONN 480 Informed Seeing
 CONN 481 Gamblers, Liars, and Cheats
 ENVR 325 Geological and Environmental Catastrophes
 ENVR 335 Thinking About Biodiversity
 HON 401 What is America?
 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 320 Surveillance Society
 HUM 330 Tao and Landscape Art
 HUM 335 Japan and the Dutch: A Cross-Cultural Visual Dialogue 1600-2000
 HUM 368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism
 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
 LAS 399 Latin American Travel Seminar
 REL 301 Consciousness and the Bourgeoisie
 STS 301 Technology and Culture

STS 302 Cancer and Society
 STS 314 Cosmological Thought
 STS 318 Science and Gender
 STS 330 Evolution and Society Since Darwin
 STS 333 Evolution and Ethics
 STS 340 Finding Order in Nature
 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 361 Mars Exploration
 STS 370 Science and Religion: Historical Perspectives
 STS 375 Science and Politics

The following prefixes are used to denote course subjects.

ACAD	Academic Advising
AFAM	African American Studies
ALC	Asian Languages and Cultures
ARTH	Art History
ARTS	Studio Art
ASIA	Asian Studies
BIOE	Bioethics
BIOL	Biology
BUS	Business and Leadership
CHEM	Chemistry
CHIN	Chinese
CLSC	Classics
COMM	Communication Studies
CONN	Connections
CRDV	Career Development
CSCI	Computer Science
CWLT	Center for Writing, Learning, and Teaching
ECON	Economics
EDUC	Education
ENGL	English
ENVR	Environmental Policy and Decision Making
EXLN	Experiential Learning
EXSC	Exercise Science
FREN	French Studies
GQS	Gender and Queer Studies
GEOL	Geology
GERM	German Studies
GDS	Global Development Studies
GRK	Greek
HIST	History
HON	Honors
HUM	Humanities
INTN	Internship Program
IPE	International Political Economy
JAPN	Japanese
LAS	Latin American Studies
LTS	Latina/o Studies
LAT	Latin
MATH	Mathematics
MUS	Music
NRSC	Neuroscience
OT	Occupational Therapy
PE	Physical Education
PG	Politics and Government
PHIL	Philosophy

PHYS	Physics
PSYC	Psychology
PT	Physical Therapy REL Religious Studies
SIM	Special Interdisciplinary Major
SOAN	Sociology and Anthropology
SPAN	Hispanic Studies
STAF	Student Affairs
STS	Science, Technology, and Society
THTR	Theatre Arts

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. An approved first-year seminar can simultaneously fulfill the Knowledge, Power, and Identity graduation 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.

Only students meeting the Seminar in Scholarly Inquiry core requirements may enroll for these courses. Students not take an SSI course as an elective or to satisfy major, minor, or emphasis requirements. Seminar offerings vary from term to term.

SS1/SS2 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 SS2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SS1/SS2 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: Religious 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/SS2 103 Alexander the Great Alexander the Great has been endlessly studied, celebrated, demonized, heroized, and satirized. Some have viewed him as a unifier of mankind, others as a destroyer of civilization. Who was Alexander the Great? What are the realities behind the popular images? Through close reading and evaluation of primary sources and secondary literature, students develop a deep understanding of Alexander and his world and sharpen their skills of critical reading, writing, and research. *Affiliate department: Classics. 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 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.*

SS2 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. Satisfies the Knowledge, Identity, and Power graduation requirement.*

SS1/SS2 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 SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 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 both the facts known about Egypt's most famous queen, and how and why she has been reinterpreted over the centuries to suit the social, racial, and gender needs of different cultures. *Affiliate department: Classics. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement and the Knowledge, Identity, and Power graduation requirement. The SS12 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 SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 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 SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 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 SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 110 Examining Dogs Through the Lens of Science 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 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. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 110 Examining Dogs Through the Lens of Science Humans share their homes with dogs, spend billions of dollars on their needs, and worry about that they are feeling. How, when, and why did this highly unusual association between two very different species evolve? What is the biological basis for the tremendous diversity in the shapes and sizes of dogs originate? What does science tell us about what dogs know about humans? How do scientists figure out what dogs think and feel? In this second semester Seminar in Scholarly Inquiry, students address these questions by examining dogs through the lens of science while practicing and building upon the skills of close reading, evaluating sources, and crafting effective arguments. Students also learn how to search for and use appropriate sources as they embark on a major research project on one of the many interesting aspects of dogs. *Affiliate department: Biology. 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 SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 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 113 Imagining a New World This course explores how early modern writers grappled with new texts, experiences, and existing paradigms of reality to rethink ontology, including ideas about geography, nature, religion, gender, and race. Students read early historical and literary discovery narratives (Raleigh, Shakespeare, Montaigne) as well as revisionist works by contemporary postcolonial writers. *Affiliate department: Humanities. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 113 Digital Methods in the Study of Literature This course is an intensive writing seminar that introduces students to the process of applying software-assisted methods to the study of literature. To begin, students read several introductory essays by practitioners of the digital humanities about what they do and why, and what they have learned about the promise and limitations of these new approaches to the study of literature. For the balance of the semester students read, analyze (in both traditional ways and using some of the new tools and methods), discuss, and write about a challenging collection of readings—major works of fiction, drama, and poetry. The numerous “labs” give students hands-on experience performing micro- and macro-directed text analytics, building annotated maps and network visualizations, and developing and delivering multi-media presentations will serve as the focus of four substantial individual argumentative essays, including one longer research paper, and two multimedia projects. *Affiliate department: Humanities. 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 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 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 SSI1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 117 People, Plants, and Animals This course addresses fundamental knowledge acquisition and knowledge construction while teaching important skills of reading, writing, and oral presentation. Students learn about how they think, how others think (in both scholarly and non-scholarly ways), and how to effectively interpret and create forms of written and oral communication. They learn important skills of distinguishing between description, summary, and analysis, and between various sources of information (scholarly vs. popular, primary vs. secondary). The vehicle used in the course for developing these skills is a focused study of epistemologies of the natural world. Students explore the ways that human communities have related to, utilized, and conceptualized the flora and fauna around them by examining different sources of knowledge (scientific, indigenous, based on lived experience, popular) about the relationships between people, plants, and animals. Students study this from various points of view, and discuss how different types of knowledge function in how we construct our understandings about the people-plant-animal triad. Understanding how knowledge is formed in this one domain (the natural world) will be helpful in seeing how knowledge can be similarly constructed in other domains of inquiry. Topic-wise, the course examines how different types of economies have engendered different relationships between people, plants, and animals, by taking an historical-anthropological approach, considering human communities of the past as well as the present. Topics covered include domestication, traditional foraging, concepts of animal welfare, cultural values of reciprocity with the plant and animal worlds, urban foraging, and contemporary issues of trade in and conservation of flora and fauna. By examining cross-cultural perspectives, including their own, students use both macro- and micro-lens approaches. *Affiliate department: Sociology and Anthropology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 117 Coming Out! The Gay Liberation Movement In 1960, homosexuality was considered a mental illness and sex between men (and sometimes between women) was a crime in every state. A 1967 CBS News poll found that 2/3rds of Americans said they reacted to homosexuality with “disgust, discomfort, or fear.” In these days of marriage equality, it can be difficult to understand the challenges lesbian, gay, bisexual, and transgender (LGBT) people faced in attempting to improve their lives. This course exams the gay liberation movement beginning with the Stonewall riots of June 1969. To understand what the riots meant, students will simulate a meeting just after Stonewall, playing the parts of people from various factions seeking to work together to improve the lives of LGBT people. Students will use the early class

information and experiences to discover their own area of research interest related to the gay liberation movement. Students will consider the nature of LGBTQ history in the mid-20th century and what this history suggests for our current society. The class requires the use of primary documents found in the Archive of Sexuality and Gender and other sources to create a research paper addressing an important question related to gay liberation. *Affiliate department: Education. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

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

SSI1 119 Einstein and Everything In 1999, Time Magazine named Albert Einstein the most influential person of the twentieth century. Who was Albert Einstein? This course examines his personal and scientific life as well as his legacy. Einstein's research in physics revolutionized our understanding of space and time, produced a new theory of gravity that underpins modern cosmology, and contributed to the development of quantum theory. A German national who renounced his citizenship as a teenager only to take a distinguished job in Berlin, a pacifist who opposed WWI but urged President Roosevelt to start a nuclear-weapons program, a non-religious Jew who championed freedom of conscience but turned down the presidency of Israel, Einstein embodies many of the contradictions of the twentieth century. By examining Einstein's life in its historical context, students analyze a range of issues: how does society (e.g., through its religious beliefs, economics, and military interests) shape science, and how does science shape society, affecting institutions, cultural values, and national and personal identity? *Affiliate program: Science, Technology, and Society. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 119 Foodways: Human Appetites This class supports students as they learn to develop an independently researched paper with multiple sources. Our topic is Food and Food Writing, and we will address a number of critical food issues, e.g. food colonization; genetically modified foods; the marketing of products; food excess, scarcity, and waste; gender and food; food blogging and cookbooks; globalization and localism; the travels of products and their socio-political role in human history; hybridity and appropriation of cuisines, etc. Students will each select a topic of interest to further delve into it for their final researched, thesis-based paper. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

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

SSI1 121 Multiracial Identities Maria Root, considered a pioneer in the study of multiracial people, wrote, "The topic of racially mixed persons provides us with a vehicle for examining ideologies surrounding race, race relations and the role of social sciences in the deconstruction of race." Beverly Daniel Tatum, a developmental psychologist and expert on racial identity formation, observed that the process of multiracial identity formation is potentially fraught with challenges that are personal, societal and environmental. This course examines what people of mixed-race descent write and say about their own identity development in the context of the ideologies of race extant in the United States. *Affiliate department: African American Studies. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 121 American Songs A song is a historical and cultural document that makes a kind of argument (although what the argument may be is often up for interpretation). Many songs bring together music and text in surprising ways. A performance adds yet another interpretive layer. This course includes three kinds of American songs: spirituals, art songs, and popular songs. Students consider the historical contexts for songs, texts, and performances; how words and music work together (or don't); how a song changes from one version to another; and what songs can mean to different listeners (including themselves). *Affiliate: School of Music. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/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 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 123 Diego Rivera and Frida Kahlo: Lives of Art and Politics During the first half of the 20th century, Diego Rivera was known as Mexico's most famous and influential living artist, and Frida Kahlo was known mostly as his wife. Soon after their deaths in the mid-20th century, Kahlo became known as Mexico's most famous and influential artist, and Rivera was known mostly as her husband. This first-year seminar examines Mexico's most famous modern couple and their changing critical fortunes at three levels: biographical; artistic; and political. The

questions the course asks and the answers pursued are informed by the disciplines of history, art history and the interdisciplinary endeavor of the humanities. Questions include: Who were these two individuals, and how were their lives as a couple shaped by socially constructed gender roles? What was the nature of their distinct artistic production, and how was the work of each shaped by gender and by the work of the other? How did they participate in the politics and the cultural movements following the 1910 Mexican Revolution, and how did “the revolution” shape their lives, art, and political roles? And finally, why did the life and art of Kahlo overshadow that of her husband after their deaths? *Affiliate department: History. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 123 The Search for Extraterrestrial Intelligence Are humans the only sentient beings in the universe? What is the likelihood that others exist in the cosmos? Can they visit or communicate with earth? Where are they? This seminar examines the last fifty years of the scientific search for intelligent life off the earth. The occurrence of intelligence on a planet depends on astrophysical, biological, and environmental factors. Students investigate these factors and attempt to estimate the number of civilizations within the galaxy. The seminar also examines the view that humans are truly the only intelligent life in the galaxy based on the lack of extraterrestrial artifacts within the solar system. *Affiliate department: Physics. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 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 SSI1 course studies the themes of utopianism and anti-utopianism in Western thought from ancient times to the twenty-first century. Readings for the SSI1 version vary but may include Plato’s Republic, More’s Utopia, Voltaire’s Candide, Gilman’s Herland, Zamyatin’s We, Atwood’s Handmaid’s Tale, and documents from actual utopian communities. The SSI2 version will emphasize researching communitarian societies in American history. *Affiliate department for SSI1 version: Humanities. Affiliate department for SSI2 version: 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 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 possibi-

ties 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 131 Athens, Freedom, and the Liberal Arts In this course students explore the first development of the idea of 'freedom' in classical Greece, with a particular focus on Athens and its radical democracy in the late fifth-century BCE. Freedom requires practice, discipline, and an understanding of 'the rules,' so that one may use, manipulate, and break the rules; thus students study the arts of grammar, rhetoric, and logic—the foundational skills of the liberal arts—so that they may speak, reason, and practice freedom more effectively. Students test their newly acquired skills through close reading and analysis of texts from the Greek tragedy, comedy, history, rhetoric, and philosophy. Students put new skills into action through daily discussions, weekly debates, and performances of Greek drama. Students also participate in a four-week role-playing simulation of the Athenian assembly in which students have to decide on the best form of government, putting their notions of freedom into practice. This course thus offers students an authentic foundation in the liberal arts and in doing so prepares them for their life as a free person. *Affiliate department: Classics. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 131 Gender and Labor in Early 20th Century New York This course takes students to the beginning of the modern era when urbanization, industrialization, and massive waves of immigration were transforming the U.S. way of life. In 1913, suffragists were taking to the streets demanding a constitutional amendment for the vote: What, they ask, is women's place in society? At the same time, the Labor movement turned to the strike to demand living wages and better conditions. Is corporate capitalism compatible with an economically just society or must it be overturned? Members of these groups converged in Greenwich Village with the artists and bohemians who were discussing how to remake America for the modern age, as well as with African-Americans who were continuing to suffer from disenfranchisement. Their debates about suffrage and labor thus intermingled with other concerns about gender roles, sex and birth control, racial segregation, and art as America entered the twentieth century. As part of exploring these issues, students will participate in a role-playing simulation in which they must decide: Which social changes are most important, and how does one achieve one's goals? After the exercise, students will embark on a research project exploring an issue of their own choosing arising from their study of this crucial period in American history. *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 envi-

ronmental 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/SSI2 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. 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 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 135 From Earthquakes to Epidemics: Catastrophe in United States Culture This course is designed to help students develop skills and practices that they will use throughout their careers. They will learn about the different kinds of sources scholars work with, how to read those sources carefully and critically, and how to employ questions as a frame of inquiry. They have opportunities to discover, understand, and engage the arguments and ideas of others critically, fairly, and ethically, and to develop their own original ideas. Put simply, students will be joining the scholarly conversation as full fledged participants, presenting their own ideas in written and spoken formats, all while attending to the responsibilities this entails—understanding and meeting the requirements of academic integrity and practicing their skills in working cooperatively and collaboratively with classmates. To do all of this, the course takes as its focus America experiences of, reactions to, and interpretations about catastrophic events, with the understanding that moments of catastrophe offer a unique window into a culture and its practices. This course does not attempt any kind of coverage of the history of America disasters, but gives students an opportunity to ask several important questions about Americans and their relationship to

calamity. What, for instance, counts as catastrophe? Is there a difference between a “natural” and a “human-made” catastrophe? What role has social identity played in shaping the disparate experiences of Americans? What role has the state played in shaping those experiences? How do those moments of catastrophe that were intentionally caused—by other Americans, by their government, by international terrorists—fit into an understanding of the nature of catastrophe? How have Americans dealt with the private trauma of disaster? And finally, what role has public memory played in shaping those private experiences? Exploring these questions and more will allow students to understand more fully the relationship between the day-to-day and the catastrophic in American life. This course, then, is filled with opportunities to expand students’ capacities as learners, scholars, and as members of a learning community. *Affiliate department: History. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 135 From Earthquakes to Epidemics: Catastrophe in United States Culture This course uses catastrophic events and moments as a lens for the exploration of American culture. Our explorations will range from the San Francisco earthquake and fire of 1906 to the terrorist attacks of 9/11, the Iraq War, and recent state violence against people of color. Because our focus is on the development of independent research projects, we will not attempt to “cover” the full range of events, but rather explore a number of arguments scholars make about American experiences and reactions to catastrophe, and test those theories against primary sources drawn from a range of catastrophes. Some of the questions we will engage include, for instance, what counts as a catastrophe? How might we define the difference between a “natural” and a “human-made” catastrophe? What role has social identity played in shaping the disparate experiences of catastrophe that were intentionally caused—by other Americans, even by government officials—fit into our understanding of the nature of catastrophe? How have Americans dealt with the private trauma of disaster? And finally, what role has public memory played in shaping those private experiences? Exploring these questions and more will allow us to understand more fully the relationship between the day-to-day and the catastrophic occurrences that have shaped American life. *Affiliate department: History. 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 137 Una Descarga Latina: A History of Latino Popular Culture in the US This course is centered on the history of Latino popular culture in the United States. In particular, the course looks at how Latino film, theater, television, music, food, and sport can serve as a lens to understanding the broader experiences of Latinos in the United States over the past century. The course begins by exploring the theoretical underpinnings of Latino/Latinx identity as a historical concept and the use of popular culture as a means of understanding culture, history, and society. The rest of the course is organized thematically around mediums where issues such as gender, ritual, race, queer identity, citizenship, and a variety of other themes are considered in relation to the experiences of Latinos in the United States. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1/SSI2 138 How Dramatic Comedy Makes Sense of the World: From Aristophanes to the Absurd This course studies dramatic comedy, from ancient Greece to twenty-first century America, with a focus on how the recurring structures, plots, and characters of this genre reflect and shape wider cultural beliefs about religion, reason, and the meaning of the universe. Specifically, and somewhat distinct from an investigation of jokes and laughter, readings and assignments in this course address the formal aspects of comedy, especially as defined by their origins in Greek fertility rites through to their absurdist postmodern manifestations, and beyond. Students read, discuss, and write about plays from four or five epochs, in light of theories of comedy put forth by thinkers like Plato Aristotle, Sigmund Freud, Bertrand Russell, Susan K. Langer, Mikhail Bakhtin, Northrop Frye, Martin Esslin, Linda Hutcheon, and Simon Critchley. *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 under-

stand 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 SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 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 SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 142 The Concept “Orwellian” This course investigates meanings and usage of the adjective “Orwellian” in American English. Seminararians analyze essays that deploy “Orwellian” and three of Orwell’s novels and one of his essays to see what sorts of ideas one might associate with “Orwellian.” By the end of the semester seminararians produce their original responses to a linguist’s column in *The New York Times* in fewer words than the linguist used. *Affiliate department: Politics and Government. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1/SSI2 143 Controversies of Communication and Technology This course explores controversies as they relate to technology and communication. Technology is now a pervasive aspect of daily life. Some technology related discussion topics include online privacy, cyberbullying, anonymity, surveillance, trolling, and online dating. In addition to reading about developing and structuring arguments, students view relevant media and read popular press and academic articles about the various issues relating to technology and communication. In the process of examining these controversies, students encounter the two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Students engage in a variety of activities and exercises and prepare a final paper designed to develop their fluency in written composition and oral expression. *Affiliate department: Communication Studies. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 144 Constitutional Controversies This course focuses on the U.S. Constitution in order to introduce students to frameworks for analyzing both policy and interpretive arguments on issues such as bicameralism, presidential veto, equal protection, and racial preferences. In the SS11 version, students develop their analytical skills using texts provided by the instructor. In the SS12 version, students research an ongoing legal controversy and prepare arguments on it. Students also gather materials concerning an amendment debate and analyze them. Students examine and assess arguments from authority, with

particular attention to what makes for credible authority in a particular area. Through a series of short writing assignments, students prepare to undertake the major writing assignment emphasizing the various analytical perspectives. *Affiliate department: Communication Studies. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 145 Anime Bodies: Metamorphoses and Identity Japanese animation (anime) has exploded in popularity over the last thirty years as more people around the world have grown to appreciate not only the technical skill of the filmmakers but also the complex narratives that often tackle difficult questions of identity in nuanced ways. Many anime films feature adolescent characters whose bodies have magical powers or go through some form of metamorphosis. The changes these characters experience may or may not be welcome, but they clearly reflect the difficulties of the passage from adolescence to adulthood, and also raise questions about identity, technology and authority in a rapidly changing world. In this course, students will study six anime films that feature magic and metamorphosis and examine the ways that those changes both reflect and construct adolescent, gendered and national identities. *Affiliate department: Asian Languages and Cultures. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1/SSI2 146 The Good Life What is happiness and how can human beings achieve it? Can a bad person be truly happy or is moral virtue required for happiness? Is suffering valuable, and if so, should we pursue suffering? Is it better to be detached and invulnerable from loss, or are love and attachments always worth the risk? Do emotions give us any knowledge? What does it mean when cognitive scientists talk about “the divided mind”? What is implicit bias and how can we fight it? What does it mean that race or gender or disability are a “social construct”? These are questions concerning human flourishing that both philosophers and scientists have contributed to answer, or to attempt to answer. In this course, students are invited to engage in a variety of debates concerning happiness, morality and identity. Readings range from ancient primary philosophical texts to contemporary cognitive science articles. *Affiliate department: Philosophy. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 147 Contemporary Art Theory and Critique This course explores the intellectual, expressive, and aesthetic issues involved in the creation of contemporary art from the historical context of modernism and the current arena of visual culture. The focus of the course is to engage in written analysis and critical conversations about contemporary art by examining the art of pivotal 20th and 21st century artists and art movements that have redefined our ideas about art and the creative process. Through lectures, discussions, readings, written assignments, group critiques, studio art projects, and attendance at professional art exhibitions the class will address the following questions: What is Art? What developments influenced shifts in artistic practices? In what way(s) do I understand a particular artist’s creative pursuit? What ideas are manifested by curating a collection of art works into an exhibition? *Affiliate department: Art and Art History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI 1 148 Journalism and Democracy Journalism is sometimes called the “Fourth Estate,” a vision in which the press serves an essential function akin to the checks and balances of the executive, legislative, and judicial branches within the American government. In such a vision, the press provides the unbiased information necessary for a citizenry to make informed decisions. But, of course, this idealized vision is compli-

cated. Our country is a diverse country, encompassing a wide range of geographic, cultural, and ideological positions, and the work of journalism is no simple matter. Where (literally and figuratively) is journalism coming from? Who is developing the content? Through what medium is journalistic content being disseminated? Who is funding it? Where is the line between reporting news and creating news? What stories are being told and what stories are not being told? How do the answers to these questions affect the state of democracy? In this course, students explore these and other questions through engaging in writing and speaking assignments that build on a variety of readings from different academic disciplines as well as from modern and historical journalism. Students discuss what the current state of journalism means for them as citizens, consumers, scholars, and—potentially—journalists. *Affiliate department: English. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 148 Medical Narratives This class focuses on narratives we create about illnesses and what those narratives reveal about our discourse of the body: who has authority to speak about an illness, disease, or condition? Why and for what reasons? What kinds of narratives to people construct when they write or speak about an illness or disease? Why do they construct these texts and what are the effects of such narratives on how we understand medicine, patients, and medical professionals? Students examine these sources in order to discuss the implications of these narratives both at an individual and personal level, and more broadly in terms of the global, political, cultural, and social implications. Assigned readings come from a variety of authors, including academics, journalists, medical professionals, and patients, and may include a range of media types (original medical reports, popular news articles, autobiographical memoirs or plays, radio programs, TV shows, and film excerpts). *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 149 Transgressive Bodies Many art forms reflect and comment on the political and cultural climates of their time. Art may serve as a lens or mirror for sensitive social issues, and act as a catalyst for change. But nowhere, perhaps, can one find artistic expressions of a culture as powerful and uncomfortable as in twentieth-century dance. From the modernist reinvention of ballet by Diaghilev's Ballets Russes and Balanchine's neoclassicism to the explosive experiments of modern dance by Isadore Duncan, Mary Wigman, Merce Cunningham, Martha Graham, and Alvin Ailey, dance becomes a vehicle for social movements: a means of critiquing norms and values, and representing tacit anxieties about gender, race, sexuality, nation, and collectivity. Twentieth-century dance is made more transgressive by its medium: the body. The dancing body has been a site for controversy in academic discourse, as the vestiges of our Kantian mind-body dichotomy linger. By exploring embodiment and social activism in watershed music-dance collaborations of the twentieth Century, this course invites students to face the social issues of today and ask: what can the study of dance mean for us? *Affiliate department: Music. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 149 Creationism vs. Evolution in the U.S. This course examines the historical context of 'teaching evolution' trials in the U.S. as a window into debates over the place of science and religion in American life. Starting with the famous Scopes "Monkey" trial of 1925 as an illustrative case study, students learn how to analyze the complex factors in such debates. Students complete an extensive research project on one of various subsequent trials or debates on teaching evolution. *Affiliate department: Science, Technology, and Society. Satisfies the Seminar in Scholarly Inquiry 2 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: Religious 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 151 Just Asking Questions: The Power, Psychology, and Politics of Fake News and Conspiracy Theories This course allows students to understand, and assess the rise of misinformation, including the prevalence of conspiracy theories and fake news. Misinformation has always been in political discourse but the internet era has seen a rise in public consumption of con-spiracy theories and fake news, as well as numerous sites dedicated to fact-checking, such as Politifact. Donald Trump is a president of the United States who seemingly has difficulty distinguishing between truth and lies and who apparently disseminates his own misinformation. News and social media have been pushing back, attempting to live fact-check speeches and flag sources as "fake news", but the term has been co-opted by those who identify all news with which they disagree as fake. Extensive research across multiple academic disciplines has demonstrated that the human brain is not just susceptible to misinformation but is also resistant to being set straight. In the current political, and cultural climate, it is essential that citizens of a democratic community be able to identify the psychological, social, and political factors that lead to misinformation, critically evaluate news sources to identify bias and reliability, explain why political elites intentionally disseminate misinformation, and understand ways of convincingly advancing their own arguments. *Affiliate department: Politics and Government. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 151 The Natural History of Dinosaurs Through a variety of readings, in-class discussion, and writing assignments that culminate in a major research project, students increase their ability to develop effective oral and written arguments and become familiar with concepts and practices of information literacy. The course topic focuses on dinosaurs, and students gain an understanding of the history, perception, and practice of paleontology. Students learn about evolutionary relationships over geologic timescales, and the intersection between geological and biological sciences. *Affiliate department: Geology. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 152 Gender and Performance How do people "do" gender in everyday life and on stage? What histories of gender presentation do plays present, trouble, and remake? Through the reading of play texts as well as contemporary interdisciplinary scholarship, this class widely explores the topics of gender and performance in all their dimensions, including: gender as performance, gendered performance, and the performance of gender within and outside of theatrical contexts. Assignments focus on the key goal of the first Seminar in Scholarly Inquiry: to develop the intellectual habits necessary to write and speak effectively and with integrity. *Affiliate department: Theatre Arts. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 153 Scientific Controversies This course focuses on scientific theories, practices, and/or discoveries that have been controversial. How do scientific controversies arise? What intellectual, religious, social, and political factors shape the debate? How do scientific controversies end? By studying historic debates, students learn general methods for analyzing scientific and non-scientific factors that influence the trajectory and outcome of a scientific controversy. Examples to be treated may include Pilttdown man, Galileo's trial, mass extinction, global warming, Lysenkoism, and meteorites. *Affiliate department: Science, Technology and Society. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 154 The Anthropology of Food and Eating The quarry of the anthropologist—the deep social patterns and cultural meanings that shape human existence—are often disguised, out of sight, or behind the curtain of the world as it appears before us. In seeking a vantage point from which one might glimpse these phenomena, this course follows a well-beaten anthropological path: beginning with a commonplace, everyday practice, students work outward in scope and backward in time, constructing an informed, analytic, and critical perspective on human society and culture through the seemingly pedestrian substance of food. The course is organized in two segments. In the first portion of the semester, students engage a set of readings intended to provide an introduction to the multiple research agendas that characterize the burgeoning scholarship on food and eating. In the second segment of the course, students delineate a conversation in that scholarship that they wish to join, and deploy an independent research project of their own design that triangulates between existing scholarship and ethnographic data they collect. *Affiliate department: Sociology and Anthropology. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 155 Issues in Disability This course considers the challenges of acquired physical disability and the perceptions of US society about disability. The US is a highly resourced country and home of the Americans with Disabilities Act which should mean life with a physical disability is relatively easy. Students gain an understanding of disability access and accommodation laws, and how they are applied, as well as some insight into the challenges of living with an acquired disability and how individuals living with disability perceive their life. *Affiliate department: School of Physical Therapy. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 156 Worlds of the Bible The collection of materials known as the Bible (the Hebrew Bible and the Christian New Testament) is a rare survival from the ancient world—indeed from several ancient worlds and cultural contexts, given that the materials were compiled over more than a millennium, a period when empires (Babylon, Assyria, Persia, Greece, and eventually Rome) rose and fell, and when Israel itself endured a series of catastrophes and revivals. In one way, this is the old and well-known “Bible story.” In another way, it is quite new and controversial given that, in recent years, remarkable discoveries in archaeological sites and archives have given new insights into these ancient worlds, into the relationships between Israel and its neighbors, and into the relationships and differences among the Biblical writers themselves. The questions arise all over again: What is distinctive about the ideas of the Bible? How is the ancient to be defined as against the modern, and what can be learned from the ancient concepts of cosmology, of human society, and human destiny? Throughout, the course concentrates on the framing of arguments on the meaning and significance of Biblical

ideas from a comparison of Biblical documents, one with another, and with documents from other cultures. One of the objectives of the course is to discover what the Bible is “saying” in those original contexts. The other objective is to work out, as modern readers, what the Bible might be “saying” in the very different cultural world of the twenty-first century. *Affiliate department: Humanities. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 157 Chinese Painting in the West This seminar deals with how Chinese painting, one of the unique art traditions in the world, was dramatically exposed to the West at the turn of the twentieth century. This course also explores how market demand, public interest, and academic inquiry contributed to making Chinese painting an inseparable cultural element in the shaping of modern Western society. The course format includes slide lectures, a museum visit, reading assignments, group discussions, and an individual research project. *Affiliate department: Art and Art History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 158 The Digital Age and Its Discontents The topic of this course can be boiled down to an observation and a question: advances in digital technology are transforming the way we read, write, communicate, and even, according to some scholars and scientists, think; what are the consequences of these transformations? As part of a generation of “digital natives,” university students and their peers are at times the objects of study, the evidence for various arguments, and the authority on digital technology. The goal for this course is for students to finish the semester with greater insight into the complexities of how technology shapes their lives. Students leave the course as savvy readers, thinkers, and writers, with the ability to transfer the skills they have developed for understanding this area of academic argument to any number of important social and academic debates. *Affiliate department: English. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 159 Evolution for All Evolution is the process that allows one to make sense of the wondrous diversity of species, physiologies, behaviors, and everything else biological around us. The course explores both historical and current work that uses an evolutionary lens to look at all kinds of biological questions and focuses on issues near and dear to humans, such as food, sex, violence, and religion. Following the examination of a series of instructor-led case studies, students pursue their own independent research into the historical and/or current evolutionary analysis of a particular trait or characteristic. *Affiliate program: Science, Technology, and Society. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 160 The Dilemmas of Statecraft: Foreign Policy and the Ethics of Force The use of force to achieve political ends is the most consequential decision a leader can make. Those uses of force may defend a country from conquest, defeat rapacious dictators, secure vital economic assets, or protect innocents from slaughter. Force may also be used to conquer, dominate, and annihilate. Since force is a tool that can be used for both good and ill, it is not surprising that there is significant debate about the conditions for its appropriate use. After examining two schools of thought addressing the ethical obligations of leaders, students embark upon an exploration of difficult cases designed to shed light on the consequential decisions that leaders of countries face. Was Truman justified in dropping the atomic bombs on Japan in 1945? Is it permissible to order a military intervention that violates a state's sovereignty to in order to protect people from ethnic cleansing? Is the use of

drones to conduct targeted assassination an acceptable part of a counter-terrorism strategy? These are just some of the questions this course poses. In examining these issues students complete extensive reading and writing assignments, learn to assess sources of information, develop their ability to read and think critically, and practice writing and speaking persuasively. *Affiliate department: Politics and Government. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 160 Modernist Literature In this course, students examine key authors in the Modernist movement. Focusing on the most important figures, such as Woolf, Eliot, Stein, H.D. and Hemingway, students trace the development of a style that pushed the boundaries of all of the arts as it attempted to understand a radically changing world. To frame this investigation, students become fluent in their ability to distinguish between the multiple movements within Modernism as a whole—Imagism, Cubism, Surrealism, the Harlem Renaissance, Bauhaus—and will even try their hand at some of these creative techniques. Students ponder their dreams with Freud, sing off-key with Stravinsky, turn the world into geometry with Picasso, and figure out why Frank Lloyd Wright could stick a house on top of a waterfall. While introducing students to this broad view of the period, however, the course asks, above all, that students deeply investigate the writers of this period. The course aims to ignite the imagination while demanding critical thinking and expert writing. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 162 Colonialism and Films This course begins with the assumption that cinema plays a constitutive role in discursive formations about race, class, gender, sexuality, nation, empire, and so forth. Working from this assumption the course explores representations of colonialism, and empire across a history of Western feature film. Although, the course focuses on a particular genre of films, the course aims to teach students the basic language of film more broadly through interpretation and close analysis of film as argument and public arguments about film. The course workshops student's written work that culminates with the production of a video essay presenting a completed argument about a specific film. *Affiliate department: Communication Studies. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 162 Mary and 'Aisha: Feminism and Religion Does religion oppress women? Might it empower women? Might it do both? This course asks all these questions. It focuses on two central women in Islam and Christianity: Mary and 'Aisha, one of the Prophet Muhammad's wives. Students will look at the existing sources about them and ask "how do we know and evaluate sources as historical sources?" Students then look at later interpretations of Mary and Aisha, both in Islam and Christianity. By looking at how these women have been represented, and reimagined, students better understand these two religious traditions in their historical contexts. Then students look at how feminist thinkers in these traditions look to these two figures in order to re-imagine women into a patriarchal past and to re-think roles of women in the future. *Affiliate department: Religious Studies. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 163 Becoming Modern: Paris 1870-1900 This course focuses on the years 1870 to 1900 in Paris, a period marked by profound transformations in politics, society and the arts. Students follow a cast of characters, from politicians and architects to writers and artists, as they come to terms with modernity through these turbulent years and seek to answer the question: What does it mean to become modern? Students who sign up for this course must be willing to actively participate in a role-playing academic game which will make up a significant portion of the class sessions. This class is taught in English. No knowledge of

French is required. *Affiliate department: French. The SSI 1 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SSI 2 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 164 The Rhetoric of Warfare: 1908-1938 This course explores the words, actions, thoughts, and feelings of the individual amidst the catastrophe of war. This course treats a wide variety of materials from the ancient world to the present, including lyric poetry, novels, memoirs, visual art, and film—but the primary focus is on WWI and the lead-up to WWII. Students explore the ways in which various rhetorical and narrative treatments of soldiers and of war offer us understandings of the subjective experiences and ethical choice of ordinary and extraordinary people under extreme stress and facing horrendous challenges. The course also intends to consider notions of the individual, the community, and civilization (with all that word implies) against the backdrop of the chaotic action of war and combat. *Affiliate department: Humanities. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 165 Never Really Alone: Symbioses and Parasitism Around and Within Us This course explores the prevalence, impact, and history of the associations between organisms (including human beings), from the very large to the microscopic, throughout the biosphere. A growing paradigm shift in science places diverse associations between organisms as central to evolutionary theory and life on Earth: not so much competition among organisms, but complex "networking" between them. The course examines relationships between organisms through this lens, including examples such as crustaceans that replace the tongues of fish, the tiny "wildlife" that lives on and within human beings, and the fact that life as known on Earth has resulted from ancient symbioses. Students develop skills in evaluating, discussing, and presenting concepts relating to symbiosis and parasitism, from historical, philosophical, and scientific viewpoints. *Affiliate department: Biology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1 166 Applied Ethics "Morality" is what an individual believes right or wrong. "Law" means the enforceable rules governing society. "Ethics" is the written and unwritten rules governing institutions and professions. This course addresses common misunderstandings about ethics and frequent difficulties in the application, use, and explanation of ethical standards. Students learn to understand and define what ethics is and is not; develop an Applied Ethics analytical structure generating defensible outcomes; and critically evaluate the sources, information, and assumptions used to examine, challenge, and support ethical conclusions. This seminar is not discipline specific. Subject matter varies and encompasses issues of reproductive freedom, bodily integrity, employment and business practices, and law interpretation and enforcement, among others. *Affiliate school: School of Business and Leadership. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1 167 Learning from Indigenous Societies For more than a century, anthropologists have immersed themselves in the social worlds that comprise human cultural diversity. Ethnographies are the product of this academic endeavor—the holistic texts anthropologists produce about these different ways of being in the world. This course explores ethnographies of societies outside the western ambit, and from a period just prior to the welter of global interconnection. These ethnographies yield some perspective on the diverse ways of being in this world. Anchoring the discussion of these indigenous societies is an assessment of gender relations, ethnic interrelations, hierarchy, power, and social organization. How are those social features configured in the variety of diverse, indigenous social worlds we consider? After perusing ethnographies

from around the world, the semester concludes with a substantial term paper that requires students to reflect on American society in light of their newfound understandings of the diversity of indigenous societies. *Affiliate department: Sociology and Anthropology. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 167 The Russian Revolution This course builds on skills developed in SSI 1 by leading students through the process of researching and writing an extended piece of scholarly writing. The first part of the course is devoted to close examination of the Russian Revolution, a defining event of the twentieth century. In this section of the course, students examine the Tsarist old regime, the revolutionary movements that challenged it, the dramatic events of the 1917 revolutions, and the Civil War and new revolutionary order that followed. This historical work provides opportunities for selecting and evaluating sources, formulating questions, and presenting work in written and spoken form. The course then focuses on the different stages of undertaking an independent research project, including posing a research question, selecting sources, compiling research materials, drafting, revising, and executing a research presentation. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 168 Zen Insights and Oversights While Zen is perhaps the most well-known form of Buddhism outside of Asia, it may also be the least understood. This course studies Zen in its Asian contexts, examining the emergence of Chan/Zen within Buddhist history, the interplay between Zen, aesthetics, and philosophy, and the relation between Zen and such developments as nationalism and social discrimination. The course aims to avoid a romantic study of Zen and to develop instead a balanced understanding, exploring the insights as well as oversights that have appeared within the Zen tradition. As the second course in the first year seminar series, a major part of this course is geared towards developing academic independence by guiding students through the process of writing a major research paper in which they advance an academic argument related to some aspect of Buddhism. *Affiliate: Religious Studies. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 169 A Year in the Life of William Shakespeare Part of what explains Shakespeare's growing popularity in the Renaissance—and, as some would argue, his popularity through the centuries—is his ability to capitalize on the immediacy and adaptability inherent to the theatre, a responsiveness that uniquely positions its engagement with contemporary political and cultural events. In what ways are these plays shaped by their historical moment, or even the materials of their production? Conversely, how might the plays have shaped the political, literary, and theatrical conditions of the period? This course begins with the analysis of a selection of plays Shakespeare produced in 1599, by all accounts a remarkable year in the life of the dramatist and in Elizabethan England. From there, students turn to a play and year of their own choosing, the analysis of which forms the basis of an independent project. Strategies for research and critical thinking are developed through the study of both dramatic and non-dramatic texts, and in situating work among competing theories of literary historicism. *Affiliate: English. 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 and Art 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 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 Alexander Hamilton's America: The Political Economy behind the Musical Hamilton: An American Musical has enthralled audiences across the country. Despite the accolades and shower of awards for the artistic achievement that is "Hamilton", it is worth asking -- how much of this is accurate history, political analysis, and economics? Using the music and the musical as our guide, students in this course will read, dissect, critique, and compare written, visual, and aural works in order to understand the foundations of U.S. political economy. Through close reading and evaluation of primary sources and secondary analysis students will learn about Alexander Hamilton's role in creating the foundational systems of our economy and government. Students also gain experience using sources judiciously and effectively to build arguments and support a position. *Affiliate department: Economics and International Political Economy. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI1 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.*

SSI1 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, utopia, 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.*

SSI1/SSI2 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. *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 177 Marriage in History and Literature: An Inquiry into What This Institution is For This course begins by asking a deceptively simple question: what is marriage for? While the question might seem at first tied to the recent political and legal battles over same-sex marriage, this course explores a number of important ways this question has been at the heart of social and political change across a wide swath of Anglo-American history and examines how tension and conflict inherent in that change show up in literature. Students first encounter this question in the plays of William Shakespeare and John Webster, and in John Milton’s impassioned plea for the right to divorce. The inquiry of the course is shaped by Stephanie Coontz’s sweeping historical text *Marriage, a History: How Love Conquered Marriage*. Students examine the brief period of post-WWII America where “traditional” marriage

can be understood as having been the norm, at least for some classes. Equipped with a better grasp of the history of marriage, at the end of the semester students turn their attention to the way extending marriage to same-sex couples does or doesn’t raise the question: what is marriage for? They might also wager an answer. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 177 The Digital Present and Our Possible Techno Futures

This course is designed to explore the wildly ramified effects digital technology is having on people’s intellectual, educational, social, professional, and economic lives. Students will be introduced to a number of arguments about the nature and consequences of some of the changes digital technology is fostering; however, each student is asked to pose his or her own scholarly question within this broad field of inquiry. These questions, and the research they inspire and require, will shape the true content of the course. Students leave this course with new and important information about the potential futures made possible by digital technology. More importantly, however, they leave this course with information literacy, research practices and habits, analytical and argumentative strategies, and rhetorical skills they use across the Puget Sound curriculum and throughout their intellectual lives. *Affiliate: English Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 178 George Gershwin George Gershwin (1898-1937) composed works such as *Rhapsody in Blue* and *An American in Paris* that draw audiences to orchestra concerts around the world. His songs, including “Fascinating Rhythm” and “They Can’t Take That Away from Me,” are favorites of singers, jazz musicians, and casual whistlers alike. He straddled the divide between classical and popular music like no one before him. He also blazed a trail as the first American composer who could be called a celebrity: his rags-to-riches story, friendships with movie stars, glamorous bachelor lifestyle, and shocking death from a brain tumor before age 40 have all contributed to a fascination with Gershwin that goes well beyond rhythm. In this first-year seminar, students explore Gershwin from various angles: as a celebrity, a songwriter, and a target of criticism. By finding and looking at primary and secondary sources, listening closely to music, and considering the social and cultural contexts in which Gershwin lived (and in which his music and memory live on), students will gain insights about music, history, biography, and culture, while also continuing to develop as researchers, communicators, and critical thinkers. *Affiliate school: School of Music. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 179 Women, Art, and Power in Byzantium This course examines the visual and textual representations of women from the 4th through the 11th centuries from the Byzantine Empire and from the perspective of multiple disciplines to offer insight into the role of women and the operation of gender in Byzantium. Because the surviving sources privilege the elite, this course focuses on women of the upper classes, with particular attention to empresses. The course examines the infamous Theodora (6th c.) who rose to imperial rank from the slums of Constantinople, as well as Irene and Theodora (8-9th c.) who affected a lasting change in the religious policy of the empire, and the curious sisters, Zoe and Theodora, who even reigned by themselves briefly in 1042. To shed light on the role of women of the lower classes, the course also explores marital and home life, women’s work, child-bearing, women’s attitudes toward icons, and the importance of the cult of the Virgin Mary. The course provides 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 and Art History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 179 A Russian Mystery: Casting Shadows, Casting Light In this seminar students are led through the stages of the research process beginning with popular concepts and sources through increasingly more sophisticated primary and secondary sources as they journey more deeply into the course subject: the Butakov Papers. Over a hundred years old, these documents form a mosaic of images and texts that tell an extraordinary story of privilege, courage, tragedy and loss. They include field diaries, letters, passports, birth, death, marriage certificates, news articles, as well as many pictures. The story of their provenance begins and ends with a mystery: how did these documents travel from St. Petersburg, Russia, to Spokane, Washington, finally be found in a cardboard box in a storage unit north of Seattle? What stories does this journey tell? Students discover facts and put them together in an order that yields the deepest and most logical thesis. Where there are missing facts, students discover ways to use secondary sources to fill in the contexts. Where there are blank spaces, students collaborate on ways to imagine linkages that suggest the deepest and most meaningful interpretations. In other words, out of these recovered facts, students create a life story set against a backdrop of one of the most astonishing periods in modern history. *Affiliate department: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 180 The French Revolution The tumult of the French Revolution animates this SSI2 seminar and provides students with ample material for developing writing and research skills. Several writing projects allow students to hone their abilities to construct a convincing argument as they learn about both the historical and philosophical underpinnings of the fall of the French monarchy. The course begins by addressing the social structure of pre-revolutionary France and the events and ideas that led to its upheaval. Significant time is spent analyzing the details of the revolutionary years and the formation of a new government. The course closes with a study of the period from the Terror to the rise of Napoleon. Students must be willing to actively participate in a role-playing academic game which makes up a significant portion of the class sessions. *Class is taught in English. Affiliate: French Studies. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 181 Science and Theater This course examines the ways in which new science, or scientific controversy, is presented on stage. How have playwrights grappled with the challenges to worldviews and to social order that science can pose? How successful is theater in presenting the social, intellectual and moral dilemmas raised by science? Students will read and analyze a number of plays with science themes, or with scientists as characters. Near the end of the semester, each student will also participate in writing scenes for an original play with a science focus. *Affiliate department: Science, Technology and Society Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 182 Against Equality? The Marriage Equality Movement and its Queer Critics This course explores the legal findings and social changes that allowed marriage rights to be extended to all couples, and the critiques of the marriage equality movement that came, not from social conservatives outside of the LGBTQ community, but from the most progressive camps within that community. This course examines how queer critiques of marriage equality can help students understand the institution of marriage more fully, especially in terms of what personal and social benefits marriage is intended to confer. By mid-semester, students develop a research question addressing the evolution of marriage as an institution and/or legal and social progress toward LGBTQ

rights in the US. Students' pursuit of answers to their research questions structure the second half of the semester, which will culminate in 10- to 12-page researched argument essays. *Affiliate: English. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 184 Past Lives This course uses a series of autobiographical narratives composed between the fourth and twentieth centuries as points of entry into specific moments in the European past: the final years of the Roman Empire, the Twelfth-Century Renaissance, the Enlightenment, and World War I. Rather than focusing on autobiography as a genre, students use these primary sources in conjunction with supplementary secondary source materials to reconstruct the cultural and political setting of each writer's life. In the first part of the semester, students practice the historian's craft of close, contextualized analysis of evidence. In the second part of the semester, students carry out a substantial independent research project on an historical topic related to the course. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 185 Queer Case Files: Gender and Sexual Deviance in Postwar America This class explores the case files of the George W. Henry Foundation (1948-1971), a New York-based counseling agency that provided services to persons who "for reasons of sexual deviation were in trouble with themselves or with the law." The years of its service—just after World War II through the beginning years of the Gay Liberation Movement—was marked by the systemic discrimination of perceived "sex deviants." At the same time, these decades also brought the organized beginnings of the movements for gay and trans rights. The case files of the Henry Foundation recount the circumstances—carefully edited and anonymized—of the foundation's queer clientele, which illuminate how individuals navigated the challenges of this era. Student explore these queer case files as historical primary sources, using them as a spring board into independent research projects on themes of psychology and narratives of the self, the history of medicine and criminal law, and the identity organizing of queer urban subcultures. This course builds on the Seminary in Scholarly Inquiry I (SSI1) course, fulfilling the SSI2 requirement. Using primary and secondary sources from the mid-twentieth century, students explore how scholars find, describe, analyze and engage in an academic conversation about a topic. Students write and revise a research paper that engages in the course sources and themes, resulting in a 10-12 page paper that articulates an original argument. Students also present their argument formally in a research fair. *Affiliate: Gender and Queer Studies. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1/SSI2 186 Presidential Rhetoric In this seminar, students develop the intellectual habits necessary to write and speak effectively by engaging with primary and historical sources. In addition, students develop their capacity to analyze various forms of presidential rhetoric. 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. *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 187 Controversies of Communication: The American Dream Every day individuals are bombarded by various messages, advertisements, songs, and even everyday conversations that are trying to persuade them to think or behave in particular ways. Often individuals accept these arguments as facts, truth(s), and reality. In this course, students explore the rhetorical techniques (persuasive communication) of such messages and understand that they can resist, challenge,

and question them. In particular, this course explores persuasion and controversial topics related to the American Dream. The mythos of the American Dream permeates daily life in the United States; this course centers on discussion topics that include the ways that the American Dream influences politics, education and workplaces, understandings of families and relationships, and even individuals' desires and goals. In addition to reading about developing and structuring arguments, students view relevant media and read popular press and academic articles about the various framings of, and issues relating to, communication and the American Dream. While critically examining these controversies, students encounter two central aspects of the humanistic tradition of rhetorical education: argumentation and effective oral and written expression. Students engage in a variety of activities and exercises to develop fluency in written composition and oral expression. *Affiliate department: Communication Studies. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SS11 188 The Tudors The relatively short Tudor period (1485-1603) is among the most studied and romanticized of any in English history. This era saw radical revisions in government, religion, society, and the arts, as English men and women lived through the birth of Protestantism and capitalism, embraced print culture, experienced new forms of state control and nationalistic fervor, and learned to see themselves in global terms as they founded colonies and trading posts halfway around the world. At the center of these changes were the five Tudor monarchs themselves, all of whom have been the subject of much debate among historians. This course introduces students to the raw materials of Tudor history and culture, giving them practice evaluating different types of primary sources with an eye toward issues of authorship, bias, and audience. The course also invites students to identify and critically assess conflicting claims made in secondary sources, including both modern works of scholarship and popular interpretations, and gives them analytical tools needed to enter into these ongoing conversations. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SS12 189 Experiences of World War II in Europe This course aims to capture the experiences of the participants of the Second World War, on both the battlefield and home fronts, through an examination of biographical, autobiographical and historical texts. Students employ primary sources in conjunction with secondary historical works in order to reconstruct the cultural, political and emotional impact on the lives of those who, between 1939 and 1945, supported both the Allied and Axis powers during the conflict in Europe. Specific topics to be covered include fascism and appeasement of Nazi Germany, combatants on different fronts, the Holocaust, collaboration and resistance, Nazi occupation of Eastern Europe, and gender and home fronts. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SS11 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 ar-

gumentation. *Affiliate department: Theatre Arts. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SS12 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.*

SS11 191 Unsolved History: Engaging with the Mysterious Past Too often, history is thought of as authoritative and unified, the singular record of "what really happened" in the past. In reality, history is complex, contested, and incomplete. Historical evidence is frequently missing, contradictory, or open to multiple interpretations. Historians' development of arguments and narratives involves as much art as science. This course uses a series of case studies—involving everything from circulating chapatis to baby-stealing dingos—to examine how historical knowledge is produced and how historians grapple with the problem of uncertainty. How much can be truly known about the past? Is it "another country"? How certain do historians need to be in order to make responsible arguments? Are there pieces of the past that are simply lost forever? Are historians at the mercy of "who lives, who dies, who tells the story"? Students address all of these questions as they consider how to write and speak clearly and coherently about a past that is rarely clear or coherent. *Affiliate department: History. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SS11/SS12 192 Elvis and MJ: The Image of the Kings This course examines several instances of rock celebrity, focusing on the recent tragedy surrounding Michael Jackson, the "King of Pop," which, in many ways, parallels that of his predecessor Elvis Presley, the "King of Rock and Roll." While Jackson's career trajectory is eerily similar to that of Presley, his story involves additional complex issues of race, gender, mental illness, and criminality. Mega-celebrity is a phenomenon cutting across all the performing arts. However, rock superstardom has been a particularly difficult status to manage, perhaps because rock artists play pivotal roles in youth culture and are often perceived as mirroring broader societal changes. We examine how artists interact with the media forces through which they work. How do artists manage their image? Can this image be hijacked, and, if so, by whom and to what end? Can this image be reclaimed? In addition, we engage these artists as musicians and evaluate their impact on the development of rock music from the mid 1950s to the present day. *Affiliate school: Music. The SS11 version satisfies the Seminar in Scholarly Inquiry 1 core requirement. The SS12 version satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SS11 193 An Investigation of Literary Naturalism This course introduces students to Literary Naturalism, a controversial movement that took root in Europe and the United States in the second half of the 19th Century and that continues to flourish today. The course begins by examining the socio-political and intellectual climate of the Naturalist period, especially the influence of Darwin, Marx, and others on beliefs about progress, social responsibility, human motivation, and the purposes of literature and art. Students then read fiction and drama by several important practitioners of Naturalism, as well as contemporary reviewers' responses to their works and short critical writings in which

the writers themselves explain what they are doing and why. Included in this group are the dramatist August Strindberg and fiction writers Emile Zola, Stephen Crane, Jack London, Frank Norris, Edith Wharton, and Theodore Dreiser. Students also study Jacob Riis' photojournalism, which focused, like many of the early Naturalist novels, on the plight of the urban poor. *Affiliate program: Humanities. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 194 Castles Castles are one of the most recognizable symbols of the medieval past, evoking visions of both romance and violence. In Western Europe between the ninth and fifteenth centuries, castles served as status symbols and reminders of political and economic hierarchies, as focal points for military conflict, and as domestic and courtly settings. This course introduces students to the castle phenomenon, using recent work by historians and archaeologists that has considerably enhanced our understanding of the origins, physical construction, and functions of castles. Students become familiar with a range of medieval evidence, such as extant castles and ruins, medieval literature, and chronicles, and study castles from the perspectives of several disciplines, including history, archaeology, and literary studies, asking how we know what we think we know about castles. In the second half of the semester students research and write a substantial term paper with a complementary digital component. *Affiliate: History. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI1 195 Honors: 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 traces their legacies in contemporary Western cultures. *Affiliate department: Honors. Satisfies the Seminar in Scholarly Inquiry 1 core requirement.*

SSI2 196 Honors: Postmodernism and the Challenge of Belief This course studies the philosophical, historical, and aesthetic underpinnings of the late twentieth-century zeitgeist known as postmodernism, the assumptions of which continue to govern much of how we think today, especially in the academy. While many of the ideas central to postmodernism are many centuries old, their significance with respect to matters of belief (whether ethical, epistemological, or religious) has never before been so fully realized. The nature of subjectivity, truth, reality, morality, and knowledge itself have all been radically 'problematized'. Without recourse to claims of truth, or moral systems, how do we distinguish right from wrong? How do we adjudicate conflicts in a world in which all values are equally contingent? How do we convince others of the validity of our positions, and is it even ethical to do so? The course explores the origins of postmodernism; the social, moral, and philosophical consequences of its core assumptions; its benefits and limitations in addressing real world concerns; and how it is itself a system of belief with a worldview no less totalizing and morally rigorous than the religious and Enlightenment precursors it sought to displace. *Affiliate department: Honors. Satisfies the Seminar in Scholarly Inquiry 2 core requirement.*

SSI2 197 The Artificial Intelligence Revolution Artificial intelligence (AI) increasingly affects our lives. From algorithms powering online searches, translations, and shopping recommendations, to driverless cars and assembly-line robots, AI applications have the potential to increase our efficiency and safety. Yet it is important to proceed cautiously into this new age. For instance, AI can learn societal biases and may perpetuate inequality when used for filtering job applicants and recom-

mending criminal sentences. Consider also that as AI becomes more sophisticated, the job market will be transformed. Will new jobs become available for those that are displaced, as in the Industrial Revolution, or is this time different? Another actively debated issue is whether autonomous weapons should be banned before they are developed and put into use. Portrayals of AI in popular entertainment are often sensationalistic and unrealistic, but one common story is taken seriously by a significant number of scholars and AI researchers: that AI could become more intelligent than humans. Would we be able to control superintelligent AI and would it be conscious? Students will explore and debate these issues in this course, which will culminate with a research project on a relevant topic of their choosing. *Affiliate department: Chemistry. 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. Satisfies the Knowledge, Identity, and Power graduation 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 histori-

cal period. Students may not receive credit for both HIST 131 and AFAM 360. *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 two 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. Satisfies the Knowledge, Identity, and Power graduation 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 335 Chinese Painting and Poetry Combining some of the greatest works of Chinese poetry with approaches and visual materials from the history of Chinese landscape painting, in this course students examine the changing use of landscape as a medium to express different philosophical and social meanings by competing social groups across historical periods from early times to the 13th century. In the first half of this course, students see how natural landscape in poetry became a medium for conveying a range of different ideals and problems: official service and reclusion in the countryside, Daoist liberation and Buddhist enlightenment, the sorrows of war on the frontier or travel into exile. In the second half of this course, they apply their knowledge of Chinese poetry to interpreting a series of paintings from the Song dynasty (960-1279). This period is the golden age of Chinese landscape painting. It saw the emergence of literati-painters who, much like the great painters of the Renaissance, argued that painting possessed the same expressive power as poetry. Students explore the ways they employed painting to comment on an unprecedented range of issues, including government affairs, the role of women in society, the relation of private to public life, as well as the experience of dynastic collapse and war. *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.*

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 307 Hooch: The Natural and Social Science of Liquor The art and science of distilling alcohol dates back to the fourth century BC. Today, making hooch is something that nearly every society has in common. Moonshine from Tennessee, mescal from Oaxaca, palinka from Hungary, airag from Mongolia, feni from India, cachaça from Brazil, sopi from Indonesia, the list goes on and on. While fermentation and distillation are nearly universal in human society, every flavor of hooch has its own botanical, chemical, cultural, economic, and political story to tell. This class takes a cross-disciplinary approach to the study of hooch,

from yeast and plant to bottle to society. Students read scientific, historical, anthropological, and political economic texts, watch films, listen to music, and participate in experiential learning modules designed to teach the art and science of liquor production. Students leave the class with a clearer understanding the biology and chemistry behind their libations and how these drinks are both shaped and have helped shape the world we live in. *Satisfies the Connections core requirement.*

CONN 309 Applied Environmental Politics and Agenda Setting

This is a political science course. 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. In a word, environmental problems are “political.” This course explores the politics underlying the societal decisions we make regarding the environment. The essential question for this course is: Why do some environmental problems rise on governmental agendas while other problems are neglected? Course objectives include 1) developing enduring understanding of the politics affecting our societal environmental decisions; 2) cultivating analytical and research skills that reveal the values, incentives, and strategies of political actors affecting environmental policy; and 3) gaining familiarity with a range of national and regional environmental problems. *Satisfies the Connections core requirement.*

CONN 311 Interactive Fiction Technological innovations over the past several decades have greatly increased our ability to tell stories in which the reader’s choices affect the narrative. These can range from text-based novels in electronic form that contain a couple of branching plot points, to episodes of television shows that require the viewer to select an option to advance the narrative, to sophisticated computer and video games featuring multiple alternative storylines. Historically, the term “interactive fiction” has tended to refer to computer-enabled stories that are text-based. This course focuses primarily on parser-based interactive fiction, in which the reader types commands indicating the action she wishes to perform. However, it also considers some choice-based works, in which the reader selects his action from a list of options. Students will learn some of the history of interactive fiction; read and analyze several works of interactive fiction; learn Inform 7, a programming language designed to create interactive fiction; and write their own works of interactive fiction using Inform 7. *Satisfies the Connections core requirement.*

CONN 313 Biomimicry and Bioart Designers, engineers, and artists are beginning to use biologically inspired or biologically derived materials for solving a variety of world issues—from self-cooling buildings inspired by beehives to sticky tape inspired by geckos to DNA origami. This has influenced a variety of fields such as architecture, technology, visual art and fashion design. This course provides a broad framework of such design principles in use and allows students to create their own biologically inspired designs. *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. Retributive punishment harms and sometimes kills; therefore it is either wrong or needs justification. This course suggests that such justification is difficult to construct and is undermined by pervasive injustices of classism and racism. Is restorative justice a viable alternative? The course begins by studying the death penalty in the Abrahamic traditions and understanding how contemporary Jews, Muslims, and Christians argue against capital punishment. Attention turns to philosophical ar-

guments for and against retributive justice and capital punishment. The course then explores how well philosophical justifications of retributive punishment withstand the sociological injustices that some argue are embedded in the criminal justice system. The psychology of dangerous, violent offenders is studied to understand how their backgrounds may or may not mitigate imposition of a death sentence. In the final unit, the viability of restorative justice is investigated. *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. Students may not receive credit for both CONN 320 and SOAN 360. *Satisfies the Connections core requirement.*

CONN 322 Jihad, Islamism, and Colonial Legacies 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 330 Finding Germany: Memory, History, and Identity in

Berlin Germans are still asking themselves the question: “What does it mean to be German?” Throughout its recent history, Germany has repeatedly turned to Berlin, its re-designated (and re-designed) capital, in an attempt to find its own identity. In this way, Berlin could be seen as a mirror of German affairs. Emphasizing the textual and visual histories of the city, this interdisciplinary course explores the effects of transition and upheaval on Berlin, highlighting the interconnectivity of history and memory discourses, topography, popular culture, the arts, politics, urban renewal, and multiculturalism. Discussions focus on Berlin’s ever-changing façade and constant self-reinvention and re-evaluation. Definitions of “metropolis” and close readings of the city as “textual space” will be covered within the framework of questions of modernity and post-modernity. The class meets on-campus during ten weeks of the spring semester, with individual consultations and preparation for Germany thereafter, and has a required study-abroad component that will take the class to Berlin for five weeks during summer to engage the course themes first-hand. No previous German-language experience or coursework is required. Course taught in English. *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 334 Truth and Reconciliation in South Africa and Beyond

This course uses South Africa’s Truth and Reconciliation Commission (established in 1995) as a starting point for considering questions around historical trauma, transitional justice and the production of knowledge. Students analyze the TRC in terms of South African history and identity, examining ways in which it both replicated and sought to remake relationships of power within that country, and also explore points of comparison with TRCs in other countries. As a Connections core course, the course introduces students to a variety of disciplinary perspectives. Students consider the TRC as a self-conscious (re)writing of history, as a political strategy for nation-building, as a psychological treatment for trauma, as the creation of a body of narratives, and as a

religious/spiritual exercise. As a KNOW course, the course requires students to think about how issues of identity and positionality impacted the engagement of various South Africans with the TRC and to reflect on how their own positionality shapes their understanding of truth and reconciliation, both in South Africa and elsewhere, including the United States. *Satisfies the Connections Core requirement. Satisfies the Knowledge, Identity, and Power graduation 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. Applicable to Latina/o Studies Minor 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 354 Hormones, Sex, Society, & Self Ways of identifying vary and are informed by both lived experience and aspects of biology. Our language around identity, gender identity in particular, has grown and evolved over time. Yet there remains a critical gap in understanding the contribution of biology and the biological sexes to this deeply personal psychosocial construct. There is, however, a growing body of literature that demonstrates that the sex of the brain itself (i.e. sex-typical patterns of neural organization), genetic sex (i.e. chromosomal sex), and phenotypic sex (i.e. how one's body develops and presents) can be dissociated from one another. That dissociation speaks to a biological reality that is not adequately (or often accurately) codified by the dominant social construct of gender. This course examines the intricacies and nuances of sexual differentiation with the goal of understanding this process from a multi-level view from which solid inferences can be made as to the biological underpinnings of certain aspects of gender and sexual identity formation variability. *Satisfies the Connections core requirement.*

CONN 357 Exploring Animal Minds In 2012, seven neuroscientists collaborated to write the Cambridge Declaration on Consciousness—effectively stating that many other species, including octopuses, have the same neurobiological mechanisms that are associated with conscious awareness in humans. This multidisciplinary course integrates perspectives and concepts from biology, psychology, and philosophy as well as ethics and law to further explore the nonhuman animal mind. Topics include what consciousness is and whether it has a physical home in the brain, why being conscious might be evolutionarily adaptive to species other than humans, specific tasks scientists have developed to assess consciousness in other species, as well as ethical, legal, and societal repercussions of deeming other species conscious. Students who have some background or interest in biology, neuroscience, and/or psychology may find this course particularly relevant. *Satisfies the Connections core requirement. Prerequisite: Junior or senior standing.*

CONN 358 The Mississippi River Named with an Ojibwa word meaning “Great River,” the Mississippi River is 2,320 miles long and its drainage basin covers 31 states and roughly 40 percent of the United States land mass. This course considers the river as an historical and imaginative site, a place where a diversity of people have lived, worked, loved, fought, and died, and also as a place that has played a role in the imaginations of those peoples. Investigations focus especially on the river as it shaped the United States and as Americans have constructed it, imagined it, and used it to tell stories about themselves and their nation. Students have the opportunity to explore contemporary issues facing the river and those whose lives are intimately connected to it. As a course meeting the requirements for the Connections core, the course takes seriously its employment of multiple disciplinary methods, and student have the opportunity to integrate their studies in scholarly and

primary sources drawn especially from history, literature, film studies, environmental studies and African American Studies. As a course meeting the Knowledge, Identity, and Power requirement, in turn, readings, class discussions and assignments ask students to engage together in the consideration of issues of knowledge, identity, power, and disparity in the history, imaginings, and contemporary issues of the Mississippi River and its peoples. *Satisfies the Connections core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

CONN 359 The United States in the 1960s This course explores the history of the United States during the “long 1960s.” Focusing especially on topics and themes in political, social, and cultural history, the course emphasizes the movements for change that challenged existing norms in arenas as varied as race relations, sexuality, gender, and foreign affairs, and engages the intersection of politics and art in these contests. Employing methods and sources from a range of disciplines, key themes in the course include the construction of cultural concepts of liberalism and conservatism, of gradualism and radicalism; the complications of alliance across racial, class and gender lines; Americans’ often conflicting views of themselves, of the responsibilities of citizenship, and of their role in the world; the complex role of the media in shaping those understandings; the complicated relationship between activism and the counterculture on the one hand, and between events at home and abroad on the other; the exposure of secrecy and abuse of power in the government and a corresponding growth of distrust among the citizenry; and generational conflict. *This course counts as an upper-division elective in the History Major. Satisfies the Connections core requirement.*

CONN 370 Rome: Sketchbooks and Space Studies Rome Sketchbooks and Space Studies synthesizes studio art practices and art historical methodologies to explore representations of landscape and the social and aesthetic implications of select public spaces, culminating in a three-week study abroad experience centered in Rome, Italy. Experiential sketchbook exercises complement weekly reading assignments and more sustained independent research assignments. Additionally, this course explores connections between American landscape painting and public sites and historically significant sites in Italy. Connections 370 meets once a week during spring semester followed by a three-week intensive trip to Italy. *Satisfies the Connections core requirement. Prerequisite: ARTS 101.*

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 375 The Art and Science of Color Why do people see? What is color? How do people see? How do people think of and label color? These questions involve a highly interdisciplinary understanding of chemistry, physics, biology, studio art and art history. This class exposes students to the history of color and the understanding of color theory, i.e., the principles that define color contrast and interaction. Many interesting stories and cultural practices are associated with different colors. Students explore select, compelling narratives and cultural associations integral to the use and development of distinct pigments and colors. Students discover the relational nature of color and its role in evoking expressive content, communicating symbolically, and creating illusions of space and sensations of light. They discuss influential visual artists who have changed the way color is organized, opened up new perceptual possibilities, and experimented with new pigments and dyes. Students are initially exposed to the complex and beautiful steps (both chemically and physically) in the process of human vision, from initial light source to the signal in the brain. This fundamental background concerning the interactions of light and matter are continuously reflected upon as the history of color unfolds. The course explores subtractive and additive color systems through the history of pigments, dyes, and technologies that project light, such as modern day computer screens. *Satisfies the Connections core requirement.*

CONN 377 Caesar in Vietnam: PTSD in the Ancient World This class takes a penetrating look at the burgeoning scholarly interest in Post Traumatic Stress Disorder and its possible relevance to ancient combat in Greece and Rome. Extensive readings include selections from Homer's Iliad, Odyssey, the tragedies Aias and Herakles Mainomenos, and Roman battle accounts. Students then look at how various of these works have been interpreted as proof of PTSD in the ancient world, most notably by psychologist Jonathan Shay, but also by an increasing number of classical scholars. Modern studies of the causes of PTSD, its definition, and how it is diagnosed provide theories of how combat causes traumatic injury. Along the way students engage with firsthand accounts of combatants from multiple periods and battle zones. Each student then writes a research paper that explores a pre-industrial account of combat using the theoretical models from modern psychological and social scientific writing as well as modern comparanda. Students reach their own conclusions, but must argue with sophistication and demonstrate an awareness of the different types of evidence and the particular challenges posed by each source and approach. Is human reaction to trauma situational or inherent or a bit of both? *Satisfies the Connections core requirement.*

CONN 379 Postcolonial Literature and Theory This course examines the literature produced by and about Britain's colonial spaces during the process of decolonization, from the late nineteenth-century to the present. It explores texts from Ireland, India, the Sudan, and Trinidad, as well as other former colonies and territories. Authors studied include Joseph Conrad, James Joyce, Tayeb Salih, Sam Selvon, Buchi Emecheta, Salman Rushdie, and Zadie Smith; theorists considered include Gayatri Spivak, Aijiz Ahmad, Homi Bhabha, John Boli, Benjamin Barber, and Lourdes Beneria. This course understands the term *postcolonial* in its broadest sense, with its focus spanning texts written under colonialism that argue for decolonization to texts that address such properly postcolonial issues as 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 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.*

CONN 395 China and Latin America: A New Era of Transpacific Relations As a Connections course, this class examines the changing relations between China and Latin America using a full range of social-scientific and humanistic methods to understand the nature and stakes of this newest wave of transpacific relations. The course examines historical encounters between the regions, including the colonial, cold war, and contemporary, in order to interrogate both the changing meaning of China and Latin America and also the implications of these

changes on the social, economic, and political relations between the two regions. By focusing on diverse spaces of encounter, including international organizations, state negotiations, popular cultural production, activism, social media, and business relations, the course materials highlight the diverse actors, institutions, and arenas shaping transregional politics. The course also explores a range of contemporary issues, such as extractivism and energy, illicit economies, new forms of entrepreneurship, food security, shifting diasporic identity, and state politics, to highlight the dynamics that form the ground for debate, controversy, and collaboration between the two regions. Some background in Asian or Latin American Studies is recommended, but not required. *Satisfies the Connections core requirement.*

CONN 397 Migration and the Global City This course explores the political, cultural, historical, and social footprint of urban life in the contemporary era of unprecedented mobility. Students explore scholarly frameworks used to understand contemporary migration and mobility, and the foundational scholarship that shapes our conceptualization of urban space and the urban landscape. Putting theories regarding state formation of immigration regimes into conversation with the lived experience of migrants in the urban landscape provides a multi-dimensional vantage point on the patterns and consequences of migration. After students develop these theoretical foundations, they deploy these new perspectives in field excursions in the Puget Sound region, framed by a series of series of lecture/discussions and encounters with a number of experts, specialists, and practitioners concerned with Tacoma. Lectures, guest speakers, and field excursions focus on the city's history of migration, the legal framework governing contemporary admittance, the lived experience of foreigners' place-making in the city, the interactions between migration flows and the built landscape of the city, and the cultural web through which the foreign presence is framed. These themes are then carried abroad: At the conclusion of the semester, students depart on a faculty-led trip to cities in Europe and the Middle East, and work closely with faculty to conduct independent research projects that conclude the course. *Satisfies the Connections core requirement.*

CONN 410 Science and Economics of Climate Change This interdisciplinary Connections course brings together atmospheric science and economics to explore the climate change problem. Students address this overarching question: How do science and economics inform and direct climate change policy? To answer this question, students begin the course by working with climate data to see firsthand evidence of climate change. As students gain competence with data manipulation, they apply those skills to economic models and concepts. No prerequisites are required but ECON 101 is recommended. This course satisfies the policy elective requirement for the Environmental Policy and Decision Making program. *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 420 The American Progressive Ideal In 1872, Prussian-born and longtime Brooklyn resident John Gast painted "American Progress," an artistic rendering of Americans' dominant-cultural belief that they were destined to expand throughout the continent. In the painting, Columbia, an angelic female figure betokening Anglo-American "civilization," drives benighted forces of "savagery" into oblivion and ushers in their replacements, those 19th-century emblems of progress, the telegraph wire, the locomotive, the farmer, the schoolbook. The technologies and the agrarian ideal may strike us today as quaint, but we may not question the nature or inevitability of American progress. Through the pairing of English Studies and Political Theory this Connections course identifies and interrogates an American narrative of progress beholden to the biological, political, economic, and sociological philosophies of mid-19th- to early 20th-century Europe. Within a capitalistic and "socially Darwinistic" system, what is progress? Who progresses and how? What does it mean to be "progressive"? The critical and creative engagement with such questions about the mid-19th to early 20th-century U.S. equips students to examine inherited notions of American progress that are regularly invoked in American politics and culture today. From these various perspectives (primarily literary and philosophical, but also biological, historical, and sociological), students will develop an understanding of the development of an idea—progress—as an American political value. "Connections days" are discussion-oriented classes specifically devoted to cross-disciplinary dialogue so that students and faculty alike can interrogate these myriad perspectives. Finally, student writing assignments are devised to help students learn to work with textual materials and to situate and problematize this narrative in contemporary American discourse. *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. Satisfies the Connections core requirement.*

CONN 480 Informed Seeing Seeing (in contrast to mere "looking") involves a learned propensity to notice (or ignore) particular aspects of what is perceived through the lenses of one's culturally filtered perspectives. Whether these perspectives are "scientific" (involving deliberate doubt and systematic inquiry), "aesthetic" (involving the enjoyment of artfully crafted illusion), or "commonsensical" (involving enormously complicated but unquestioned assumptions about the nature of "real-

ity”), 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 260. 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. Students who receive credit for ENVR 335 may not receive credit for ENVR 337. *Satisfies the Connections core requirement.*

HON 401 What is America? This course aims to help students achieve a comprehensive and philosophical understanding of America through an interdisciplinary and critical examination of selected central themes. These themes may include: democracy, equality, and freedom; wealth and capitalism; nature and wilderness; religion and cult; slavery and the African-American experience; women’s experience and women’s rights; technology, experiment, and innovation; the West and manifest destiny; optimism, progress, and futurism; immigration and multiculturalism; individualism and pragmatism. *Prerequisite: all other Honors core requirements. This course satisfies the Honors Connections core requirement.*

HUM 300 Children’s Literature: To Teach and to Entertain This course focuses on rhymes, fables, and fairy tales—traditional litera-

ture 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 embedded in contemporary formulations of selfhood. Authors include Pascal, Hobbes, Bunyan, Locke, La Rochefoucauld, De Lafayette, Franklin, Rousseau, Diderot, Hume, Blake, Coleridge, Wordsworth, Dostoevsky, Freud, Kojeve, 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 320 Surveillance Society This course presents an interdisciplinary exploration of surveillance and control in historical and contemporary contexts using fiction and non-fiction texts. The exploration begins by engaging the narrative of a Civil War Era slave who escapes her overseer. The discussion then moves to the classic dystopian big brother narrative *Nineteen Eight-Four*. Moving from archetypal surveillance and control to a contemporary exploration of resistance to surveillance, students engage with Suzanne Collins’ heroine Katniss Everdeen. The class will culminate with students identifying a key theme of their own choice and then collecting and digitizing their work into a technology-based project. Overall, students will acquire the academic framework to help them understand the field of Digital Humanities both within the course and across the courses they have already explored at the university. *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 368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism This course presents a constellation of influential critiques of Western intellectual history, especially examining Enlightenment liberalism and its ideological afterlives. Themes include: critique, Euro-American centrism, orientalism, de-colonial struggles, postcolonial theory, pathologies of freedom, power, hegemony, racialization, identity, liberalism, the democratic illusion, mass deception, the Holocaust, camps, mass migration, terrorism, comprador intellectuals, and culture war. Horkheimer and Adorno's *Dialectic of Enlightenment* provides the starting point for our humanist and aesthetic critique via readings of Homer, mythology, philosophy, and religion. Important "non-western" authors might include Aime Cesaire, Frantz Fanon, Edward Said, Sylvia Wynter, Gayatri Spivak, and Hamid Dabashi. *Satisfies the Connections core requirement. Satisfies the Knowledge, Identity, and Power graduation 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.*

REL 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. *Satisfies the Connections core requirement.*

STS 301 Technology and Culture Science and technology revolutionize our lives, but memory, tradition and myth frame our response. Technology has powerfully shaped and altered human experience. In this course, students examine what is technology, how is our relationship with technology changing, how does technology shape our modern culture and, in turn, how does our culture shape our technology. Topics covered may include: the industrial revolution, the airplane, Julia Child's kitchen, the Chernobyl disaster, and the development of the internet. *Satisfies the Connections core requirement.*

STS 302 Cancer and Society In this course students develop an understanding of the history of cancer medicine, the biology of cancer, and analyze public perceptions of both. Students build a solid foundation in the science, history, and social context of cancer to allow thoughtful exploration and critique of cancer history and to identify future areas of concern and hope. *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 Evolution and Society Since Darwin This course examines the historical relationship between the theory of evolution and society in the twentieth century, with an emphasis on Britain, Germany, and the United States since 1870. Students examine a range of efforts to apply evolution theory to human society (including social Darwinism, eugenics, scientific racism, and the biology of war and peace), and place these efforts in historical context. In doing so, students study the complex relationship between science and society, and the place of science in the intellectual, social, and cultural history of the twentieth century. *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 bite form, the (often controversial) ethical implications of conclusions regarding evolutionary theory. Drawing upon historical and philosophical approaches, this course provides students with an interdisciplinary framework from which to understand and study such debates. The course examines the historical context of previous discussions regarding the implications of the theory of evolution for ethical theories, and examines modern debates regarding the normative implications that may or may not result from different interpretations of the conclusions of evolutionary biology. *Satisfies the Connections core requirement.*

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

STS 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 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.*

GRADUATE PROGRAMS AND DEGREES

Graduate Degrees

Master of Arts in Teaching (M.A.T)

Master of Education (M.Ed.)

Master of Science in Occupational Therapy (MSOT)

Doctor of Occupational Therapy (DrOT)

Doctor of Physical Therapy (DPT)

Graduate Admission and Degree Candidacy

Students admitted to study beyond the baccalaureate degree are classified either with graduate standing or as graduate degree candidates. Enrollment in graduate degree program courses requires prior acceptance as a degree candidate, except that students applying to the Master of Education program may take two Education courses with permission of the School of Education prior to being admitted to the Master of Education program.

To qualify for a graduate degree, the graduate student must be accepted to candidacy in a specific degree program by the Dean of Graduate Studies.

Graduate Degree Requirements

University policies are minimum standards and each program may maintain higher standards when approved by the faculty.

A degree candidate must complete, for a letter grade, a minimum of 8.00 units of graduate credit. Courses graded on a pass/fail basis may not be applied toward an advanced degree unless a course is graded mandatory pass/fail. Up to 2.00 units of Independent Study may be applied toward the degree, when approved by the program director.

Graduate degrees are integrated programs of study, and are earned by evidence of subject mastery, not by the accumulation of credits. Under normal circumstances, all graduate credit is earned in residence. A maximum of 3.00 units of graduate credit, including any credit transferred from other institutions, may be applied toward a degree at the time of acceptance to degree candidacy.

Transfer credits may be applied toward a degree if requested at the time of application for acceptance as a degree candidate. In an 8.00-unit graduate program, up to 2.00 units of transfer graduate credit may be accepted and, in programs requiring 10.00 or more units, up to 3.00 units of transfer graduate credit may be accepted. Accepted transfer credits are noted in the letter granting degree candidacy.

Extension course credits may be accepted in transfer provided those credits would have applied toward an advanced degree at the institution of original registration. Correspondence course credits will not be accepted.

A degree candidate may take graduate courses outside the primary field of study, subject to school approval. On occasion, undergraduate

courses numbered 300 or above may be included in the graduate program, subject to graduate program approval. No 100- or 200-level courses may be applied toward a graduate degree; however, such courses may be required as prerequisites for a graduate program.

As part of the graduate program a thesis or a project and/or a comprehensive examination may be required. A candidate submitting a thesis will deposit two copies of the approved thesis, including the original, with the Office of Graduate Study by the last day of classes in any term. The comprehensive examination is to be passed at least two weeks prior to graduation.

All degree candidates must complete a formal Degree Application in the Office of the Registrar prior to the final term of graduate study.

Academic Standing

Once degree candidacy has been granted, a student is expected to complete all degree requirements within six years. Candidacy ends automatically at the end of six years. All courses to be counted in the degree must be taken within the six-year period prior to granting the degree. The time limitation also applies to accepted graduate transfer credit.

The Academic Standards Committee reviews the record of each degree candidate whose cumulative grade point average is below 3.00 at the end of any term. A student whose average is below 3.00 will be put on academic probation for one term. If the average remains below 3.00 for a second term, the student may be dismissed from the university. A graduate student who earns a grade lower than C in any course may be dismissed immediately without the probationary term.

No more than two courses with C grades, or a maximum of 2.00 units of C grades, may be counted toward a degree, subject to department approval. Grades below C are not used in meeting graduate degree requirements but are computed in the cumulative grade point average.

ACADEMIC POLICIES

Graduation Information and Requirements

Bulletin Jurisdiction ("Six-year Rule")

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 one of the following:

- 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.

Degree Progress Evaluation

Information on student degree progress is provided to students and their advisors via the Academic Requirements Report. The report sum-

marizes and details student academic progress through each requirement for graduation.

Students are responsible for understanding and complying with academic regulations. It is in the student's best interest to review the Academic Requirements Report during the advising session prior to registration each term. Additionally, students should review the Academic Requirements Report following each registration and grading period to verify the completion of degree requirements.

In addition to reviewing academic progress with their advisors, students may also contact the Office of Academic Advising to review the Academic Requirements Report and to ask questions concerning their academic progress.

Academic Load

These definitions are for university use. Some programs, to include financial aid programs, may be subject to external regulations using other definitions.

Credit

Courses offered under the semester calendar at the university are computed in units of credit. A unit is equivalent to four semester credits or six quarter credits.

Full-time Enrollment

1. A student enrolled in at least 3.00 units per semester.
2. An undergraduate student enrolled in a 1.00-unit co-operative education course during a semester; or an enrolled in a .50-unit co-operative education course plus at least 1.00 additional unit.
3. An Occupational Therapy student registered in a Fieldwork Experience or a Physical Therapy student registered in a Clinical Internship is full-time for the duration of the semester.

Half-time Enrollment

1. An undergraduate student enrolled in 2.00 or more units, but less than 3.00 units per semester.
2. An undergraduate student enrolled in a .50-unit co-operative education course or enrolled in a .25-unit co-operative education course plus 1.00 additional unit.
3. A graduate student enrolled in at least 1.50, but less than 3.00, units per semester.

Less Than Half-time Enrollment

1. An undergraduate student enrolled in less than 2.00 units per semester.
2. A graduate student enrolled in less than 1.50 units per semester.

Overload

The normal undergraduate course load is 4.00 to 4.25 academic units per semester. Academic coursework above 4.25 academic units is an overload which may incur an additional tuition charge. A student should consult with their academic advisor when considering an overload.

A student registered for up to 4.25 academic units may supplement that schedule with up to .50 activity units without incurring an overload.

Summer Session

1. A student is considered full-time for each six-week session if registered for 2.00 units, half-time if registered for 1.00–1.75 units, and less than half-time if registered for less than 1.00 unit.
2. A student is considered full-time if registered for 3.00 units across multiple sessions.

3. A student is considered half-time for an eight-week session if registered for 2.00 units, and less than half-time if registered for less than 2.00 units.
4. Students may not register for more than 2.00 academic units in a single summer session.

Study Abroad

Students participating in a Puget Sound study abroad program for either a semester or an academic year must be enrolled full time.

Students participating in a Puget Sound study abroad program during the summer session will be enrolled full-time, if arrangements have been made to be registered for 2.00 or more units; half-time, if arrangements have been made to be registered for between 1.00 and 2.00 units; and less than half-time, if arrangements have been made to be registered for less than 1.00 unit.

Classification of Students

Undergraduate Student: A student who is a matriculated candidate for a baccalaureate degree and is classified as:

Freshman: A student with fewer than 7.00 units earned toward a degree

Sophomore: A student with at least 7.00 but fewer than 15.00 units earned toward a degree.

Junior: A student with at least 15.00 but fewer than 23.00 units earned toward a degree.

Senior: A student with at least 23.00 units earned toward a degree.

Graduate Student: A student with a baccalaureate degree, enrolled in courses to complete pre-requisites for graduate or professional school, or to accumulate additional credit.

Graduate Degree Candidate: A student who is admitted with graduate standing and is granted candidacy by the Director of Graduate Study for a master's or doctoral degree.

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 3.00 units taken as a non-matriculant will apply toward an undergraduate degree.

Contingent: A temporary status describing a student who has applied for admission into a degree program and whose application is incomplete or subject to a condition.

Course Numbering

The university course numbering system gives an indication of the expectations for the level at which the course is taught.

1. Courses numbered at the 100 level are introductory and open to freshmen. Normally, 100-level courses do not have prerequisites.
2. Courses numbered at the 200 level are generally designed for sophomores. Courses at the 200 level may be taken by any student and normally do not have prerequisites.
3. Courses numbered at the 300 level are normally taken in the junior and senior years and, even though prerequisites may not be stated explicitly, such courses may expect special proficiency or maturity in the discipline. The need for proficiency varies by department.
4. Courses numbered at the 400 level are senior-level. In most cases there is the expectation of previous experience in the discipline and junior or senior class standing.
5. Courses numbered at the 600 or 700 level are for graduate students or graduate degree candidates only.

Course Requirements

Coursework

It is recommended that each instructor within the first week of class outline assignments, readings, examinations, term papers, due dates, bases for evaluation, attendance policy, and the likelihood of examinations during the week preceding finals. An instructor does not have to accept late work or work received after the last day of classes unless the work has a scheduled due date during final exam week or an incomplete grade has been requested by the student and approved by the instructor. After permanent grades have been assigned, an instructor may not accept late or additional work in order to reassess or change the final grade.

Reading Period

The reading period is intended to provide students with time to reflect on their semester's academic work and to prepare for final examinations. This time must be free from competing demands of class meetings, tests, deadlines for coursework, and other activities. Optional review sessions in which new course material will not be introduced are allowed. Requests to waive this policy must be submitted in writing to the Provost.

Final Examinations

The Office of the Registrar schedules final examinations as an integral part of each semester and lists final examination dates and times on student class schedules and on instructor class lists. As there are three standard final examination time periods for each day of the final examination week, students may have up to three examinations in a single day.

In all classes in which a final examination is given, the final examination must be given during the time period assigned by the Office of the Registrar, and instructors may not grant exceptions to this policy. Students allowed a final examination accommodation by the Office of Student Accessibility and Accommodations (SAA) may have their final examinations scheduled by SAA in consultation with the instructor.

In summer classes, as well as in classes scheduled during the first session of a semester, any final examination is to be given on the last day of the class.

Requests to waive any part of this final examination policy must be submitted in writing by the instructor to the Provost.

Credit Hour Policy

Courses offered under the semester calendar at the University of Puget Sound are computed in units of credit. In order to receive the baccalaureate degree from the University of Puget Sound, a student must earn a minimum of 32 units. For purposes of transferring credit, one unit is equivalent to six quarter hours or four semester hours. Courses are approved by the faculty Curriculum Committee on the basis of a unit offered over a 15-week semester.

Faculty expectations are that students will devote a minimum of 10 hours per week to a one-unit course, inclusive of time in class and outside of class, for each week of the 15-week semester. Examples of activities considered in the calculation of out-of-class time include, but are not limited to, time spent reading, studying, preparing for class, attending performances, lectures, or presentations related to the course, attending laboratory, studio, or rehearsal sessions, discussing the material with other students, or completing course-related assignments.

The Curriculum Committee, a standing committee of the Faculty Senate, reviews curriculum on a five-year cycle inclusive of new or revised course offerings. Course Proposal Forms include affirmation

of anticipated course hour expectations, Course Revision Forms include a check on in-class and out-of-class hours per week, and the Department and Program Curriculum Review self-study questions ask for affirmation of course hour expectations and explanation of any departures from this policy.

Grade Information and Policy

Access to Grades

Grades are accessed by students through the myPugetSound portal. Grades are similarly provided by portal to instructors, department chairs, and academic advisors.

Midterm Grading System

Midterm grades are reported in the fall and spring semesters to students and their academic advisors. Midterm grades provide an evaluation of academic progress but are no guarantee of either passing or failing grades at the end of the term. Midterm grades are not recorded on the transcript and do not affect the grade point average. The midterm grades are:

- S – Satisfactory
- U – Unsatisfactory
- F – Fail

System of Permanent Grades

Courses at the university of Puget Sound use one of two possible grading systems: (1) Courses that assign letters grades on an A through F scale and (2) courses that assign Pass or Fail grades. Most academic courses are offered on the letter-grading system. Activity courses and a small number of academic courses are offered on the Pass/Fail system. As discussed below, courses on the letter-grading system may be taken on a Credit/No Credit basis. Pass/Fail courses cannot be taken on a Credit/No Credit basis.

<i>Letter Grade</i>	<i>Grade Points</i>
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
F	0.00
Withdrawal (W)	Not computed in grade point average
Withdrawal Failing (WF)	0.00
Credit (CR)	Not computed in grade point average

No Credit (NC)	Not computed in grade point average
Pass (P)	Not computed in grade point average
Fail (F)	Equivalent to a F letter grade and computed in grade point average accordingly
Audit (AU)	Not computed in grade point average

Dean's List

The Dean's List designation is awarded each fall or spring semester to those full-time, undergraduate students in a first baccalaureate degree program who meet the following criteria for a given semester:

1. A semester grade point average of 3.70 or higher.
2. No withdrawal from an academic course. A student may drop a course without record or may withdraw from an activity course with a W grade without becoming ineligible for the Dean's List.
3. No incomplete grade in any course.

A student who qualifies for the Dean's List will have "Dean's List" recorded on the academic transcript for that semester.

Temporary Grades

There are two temporary grades, Incomplete (I) and In-Progress (IP). No grade points are assigned to an Incomplete or In-Progress grade until it is converted to a permanent grade. For courses initially graded Incomplete, a reference to the Incomplete remains on the transcript with the permanent grade.

Grades to Parents or Guardians

In compliance with the Family Educational Rights and Privacy Act, students' grades are not automatically provided to parents. A student who wishes parents to receive grades may complete a Release of Student Information form in the Office of the Registrar.

Credit/No Credit Grading (Student Option)

Unless otherwise restricted (see below), a student with junior or senior standing may choose to take a letter-graded course with a Credit/No Credit (CR/NC) option. The Credit/No Credit option is designed to encourage students to explore courses in academic areas outside of the major or minor. Therefore, courses taken with the Credit/No Credit option are not calculated into the student's grade point average. If the professor submits a letter grade of C- or higher the student will receive credit for the course; if the professor submits a letter grade of D+ or lower the student will not receive credit for the course.

Credit/No Credit registrations are not reported to the instructor; however, an instructor may prohibit the Credit/No Credit option or may limit the number of students who may enroll using the Credit/No Credit option. Students who wish to exercise the Credit/No Credit option must do so at the Office of the Registrar on or before the last day to add a class. After the add period, the grading option cannot be changed.

A student with junior or senior standing may elect to take one academic course with the Credit/No Credit grading option each semester. A maximum of 4.0 Credit/No Credit units can be applied to the 32.00 units required for graduation.

A course taken with the Credit/No Credit option cannot satisfy:

1. University Core requirements
2. Major/Minor degree requirements
3. Foreign Language graduation requirement
4. Upper-Division graduation requirement

5. KNOW requirement
6. Graduate degree requirements

Pass-Fail Courses (Faculty Designation)

Courses that do not assign letter grades are designated as Pass/Fail (P/F) Courses. Pass/Fail is a faculty designation for a course. Pass/Fail courses may not be taken for a letter grade or as Credit/No Credit. The instructor of the course shall establish the criteria for the determination of passing and failing the course and shall include that information in the syllabus. Students who pass the course will receive credit for the course but no adjustment will be made to the grade point average. Students who fail the course will receive no credit for the course and 0.0 grade points will be included in their grade point average.

A maximum of 2.0 *activity* Pass/Fail units can be applied to the 32.00 units required for graduation.

Audit

Auditing a course allows a student to register for a course without grade or credit.

Full-time students, alumni with Puget Sound degrees, law school alumni who graduated in August 1994 or earlier, and members of the University of Puget Sound Women's League may audit without tuition charge one class per term with a maximum of two classes per academic year, including Summer Session. Students who do not fit the categories listed may audit regularly scheduled classes at one-half the regular tuition fee. Audit registration opens on the first day of class and all auditors register on a space-available basis and only with the instructor's permission.

Students wishing to audit may submit their requests on an add form to the Office of the Registrar beginning on the first day of class through the last day to add. Audit registrations are not confirmed until the day after the end of the add period to ensure that space is available for students taking the course for credit. Students registered as auditors may participate in a class within the conditions specified by the instructor. The instructor has the authority to withdraw an auditor for non-attendance or when participation or the lack thereof detracts from the progress of other students taking the course and, in the judgment of the instructor, the posting of an audit on the permanent academic record is not warranted. Withdrawal from a course being audited will not appear on the transcript.

Students on study abroad may audit a course only if they are full-time students carrying at least 3.00 units of credit.

Courses Not Available for Audit

- Any SSI1 or SSI2 First-Year Seminar
- Independent Study, Directed Research, or Junior/Senior Research courses
- Senior Thesis or graduate/undergraduate project courses
- Laboratory, Fieldwork, or Clinic courses
- Internship, Co-operative Education, or Practicum courses
- Applied Music courses
- Any course numbered 495, 496, 497, 498, 499, 695, 696, 697, 698, or 699
- AFAM 360
- AFAM 401
- ARTH 372
- BIOE 392
- BIOL 364, 376
- EDUC 613, 622
- EXSC 327, 336
- EXLN 350, 351

HIST 400
 HON 211
 HUM 315
 IPE 191
 MUS 109, 309, 422
 REL 303, 320
 STAF 150, 151, 250, 251
 THTR 490

Withdrawal Grades

A student may withdraw without record from a course through the first ten days of the fall and spring semesters. Following this period, a withdrawal grade of W will be assigned through the tenth week of classes when a student completes withdrawal procedures through the Office of the Registrar. If, following the first two weeks, a student is withdrawn without completing withdrawal procedures, or if a student withdraws after the time allowed for a W grade, a Withdrawal Failing (WF) is assigned.

During the summer session, students may withdraw without record during the first week of classes. Following this period, a withdrawal grade of W will be assigned through the fourth week of class. After this time period, a WF is assigned.

The final day of class, as listed in the academic calendar, is the last day a student may withdraw from a class.

A student who has had a WF assigned for a course may petition the Academic Standards Committee requesting withdrawal with a W grade. The petition must outline in a statement the exceptional circumstances prompting withdrawal after the published deadline and include supporting documentation of the circumstances from a health care provider, counselor, Puget Sound advisor, or other advocate. Additionally, the student may submit a statement from the course instructor regarding the student's progress in the class and, in the absence of such a statement, the Office of the Registrar may solicit comments or recommendations from the instructor.

Withdrawal from a course past the date for withdrawal without record counts as a "course attempt." This means that if a student registers again for a course that had been assigned a W or WF grade, the student is repeating that course under the terms of the policy titled "Reregistration for the Same Course."

A student who remains registered in a class but has a poor record of attendance may be subject to the registration and withdrawal policies that allow an instructor or the Registrar to drop that student. See the sections titled "Registration and Attendance/Participation," "Non-Attendance," and "Withdrawal from a Course/From the University."

Students who receive withdrawal grades for all courses in a given semester must petition the Academic Standards Committee for re-enrollment to the university.

Medical Withdrawal Policy

Medical withdrawal may be an appropriate response to a medical or psychological condition that prevents a student from completing the semester's work. The staff members of the Office of the Dean of Students and the Office of Academic Advising assist students with this process.

The Academic Standards Committee may approve a medical withdrawal petition when the following steps are taken:

1. The student must withdraw from all courses. Withdrawal must be initiated on or before the last day of classes of the current term.
2. The student must submit a personal statement describing the medical or psychological conditions that prevent the student from completing the semester's work. The staff member working with

the student may wish to consult with the student before acting on the petition..

3. The student must also submit the health care provider form, completed by their health care provider.

If the medical withdrawal is approved, the student will receive Ws in all courses. Ws have no impact on one's GPA, but the student should consult with the Office of Student Financial Services regarding financial aid.

A student may return from a medical withdrawal with the permission of the Academic Standards Committee. Permission may be granted with an approved re-enrollment petition to the Committee that includes the student's personal statement, a health care provider's statement, and any other statement or documentation required by the Committee. Health care providers may also stipulate conditions under which re-enrollment will be permitted; the student must meet such conditions and any continuing conditions set by a health care provider.

Medical withdrawal petition forms, health care provider forms, and medical withdrawal re-enrollment forms may be obtained from the Office of the Dean of Students or the Office of Academic Advising.

Emergency Administrative Withdrawal Policy

Emergency administrative withdrawal may be an appropriate response to a sudden and catastrophic incident in a student's life that prevents a student from completing the semester's work. These rare cases would include family or personal emergencies of a traumatic nature that would severely impede a student's ability to remain enrolled (e.g. family death, home destruction by natural disaster, or fire). The emergency administrative withdrawal policy is not intended to apply in situations of chronic or ongoing medical, emotional, or psychological distress, nor in cases covered by the medical withdrawal or incomplete grade policies.

The staff members of the Office of the Dean of Students and the Office of Academic Advising assist students with this process.

The Academic Standards Committee may approve an emergency administrative withdrawal petition when the following steps are taken:

1. The student must withdraw from all courses. Withdrawal must be initiated on or before the last day of classes of the current term.
2. The student must submit a detailed statement describing the emergency conditions that prevent the student from completing the semester's work. Normally this application is submitted within 10 days of the sudden and catastrophic incident that prevents the student from completing the semester's work. In situations where the application comes after 10 days, explanation for the delay is required.
3. The student may submit supporting statements from the Assistant Dean of Students and the student's academic advisor. The staff member working with the student may wish to consult with the student before acting on the petition.

If the emergency administrative withdrawal is approved, the student will receive Ws in all courses. Ws have no impact on one's GPA, but the student should consult with the Office of Student Financial Services regarding financial aid.

A student may return from an Emergency Administrative Withdrawal with the permission of the Academic Standards Committee. Permission may be granted with an approved re-enrollment petition to the Committee that includes the student's personal statement, an may include an endorsing statement from the Assistant Dean of Students and the student's academic advisor, and any other statement required by the Committee.

Incomplete Grade

An Incomplete grade (I) indicates that, although the work accomplished in a course is of passing quality, some limited portion of the coursework remains unfinished because of illness or other exceptional circumstance. The Incomplete should not be assigned initially when a W or WF would be the correct grade. The Incomplete also is not to be used to collect fees or equipment for which the student is obligated. An Incomplete grade may not be completed by attending the course when it is offered at a later date.

It is the responsibility of the student to request an Incomplete from the instructor prior to the last class session or the final examination period and to explain the exceptional circumstances. If the instructor decides that the request is not consistent with faculty grading policy or that the circumstance does not warrant an extension of time, the instructor will assign the appropriate final grade rather than an Incomplete.

In order for an incomplete grade (I) to be awarded, the instructor is required to complete an Incomplete Grade Contract available from the Office of the Registrar. The contract identifies the balance of work remaining; the date the work is due to the instructor; and a default grade. The default grade should be the grade the student would have earned had an Incomplete not been assigned. The contract must be signed by both instructor and student, and be submitted to the Office of the Registrar no later than the final grade due date. Following submission of the contract, the Registrar will enter the Incomplete grade into the student's record.

It is the responsibility of the student to complete the work by the end of the second week of the next regular semester, or by an earlier deadline set by the instructor, and to submit the work to the instructor. The instructor must not accept work after the second week of the next regular semester unless an extension has been approved by the Office of the Registrar.

It is the responsibility of the instructor to grade the work and to submit a Final Grade Submission form to the Office of the Registrar by the end of the third week of the next regular semester. If a grade is not submitted, and if an extension is not requested by the instructor, then the Registrar will enter the default grade from the Incomplete Grade Contract, or a grade of F if no default grade was supplied, into the student's permanent academic record. An Incomplete may not be changed to W, WF, or AU.

When an Incomplete is assigned in the last term of study prior to graduation, the degree will not be awarded until the next regular degree granting date after submission of a satisfactory grade by the instructor.

Extension of an Incomplete

An extension of time may be requested of the faculty member by the student. If the instructor agrees with the request, the instructor must submit a Grade Extension Request form to the Registrar. Extensions are granted only when unforeseen circumstances occurred which precluded completion of work during the period of time covered by the Incomplete. Verification of those circumstances must be provided to the instructor and to the Registrar. An extension may not be granted when the circumstances are within the purview of the student to control, e.g., did not know the due date, was not present on campus, took a trip to another geographic area, or had a heavy academic or work schedule.

The Registrar (as the Dean of the University's designee) makes the final decision to grant or deny an extension request and determines the duration of the extension and the date the grade is to be reported by the faculty member.

In-Progress Grade

An In-Progress grade (IP) may be used for specific courses which are approved by the Curriculum Committee to extend over two or more terms.

In order to receive credit for the course, the student must complete the work within the time specified for the course. The instructor is expected to assign a permanent grade at the end of the course. If work is not complete at the end of the course, an Incomplete grade may be assigned at the instructor's discretion and within the provisions of the Incomplete Grade policy. The unit value of a course with an IP grade is not counted among the completed units until the permanent grade is assigned.

An IP grade may be converted to W or WF through the duration of the course but not after an Incomplete has been assigned.

Change of a Permanent Grade

Faculty may not change permanent grades once recorded unless a documented error was made in assigning the original grade. The error must be reported to the Office of the Registrar by midterm of the next regular term after it was assigned and must be thoroughly documented by the faculty member. If documentation is not supplied, the grade cannot be changed. After permanent grades have been assigned, an instructor may not accept late work in order to reassess or change the final grade. This means that work completed after the term is over may not be used to change a permanent grade.

Disputed Grades

The instructor alone is qualified to evaluate the academic work of their students and to assign grades to that work. However, when a student believes that a grade was assigned in a manner that was arbitrary or unjust, or that crucial evidence was not taken into account, the student shall follow the procedures outlined below.

It is the responsibility of the student to initiate the grade dispute process and, if the dispute cannot be resolved between the instructor and the student, to request a Hearing Board to adjudicate the dispute.

A student's intention to dispute a grade through a Hearing Board must be submitted to the Provost no later than the end of the fifth week of the semester following the term in which the disputed grade was given. Normally, the Hearing Board is to be convened by the end of the semester following the term in which the grade was given. Any change to the deadline for a grade dispute must be requested by the student no later than the end of the fifth week of the semester following the term in which the disputed grade was given and approved by the Provost.

Establishing a Claim for a Disputed Grade Grievance and Organization of the Board

1. The student and instructor should discuss the matter and seek an appropriate resolution unless the nature of the situation is such that the student or the faculty member wishes to start at step 2.
2. If a satisfactory resolution is not possible, either party may consult with the Provost, who will meet with both parties to seek an appropriate resolution. The Provost may also consult with the chair or director of the department or school involved.
3. If the claims of the student and instructor are still not resolved following these discussions, a Hearing Board will be convened to review the case.
4. The Hearing Board will consist of: the Provost (chair) and the Dean of Students, or their designees; two faculty members selected by the chair of the Academic Standards Committee; and two students selected by the chair of the Academic Standards Committee in consultation with the President of the Associated Students. The

parties directly involved may have one other person present who is not an attorney. The chair shall designate a secretary, who will be responsible for recording the salient issues before, and the actions of, the Hearing Board.

5. The parties involved will be asked to submit written statements which shall be circulated by the chair to the members of the Hearing Board. All parties have the right to appear before the board, and may be asked to appear before the board, but the hearing may proceed regardless of failure to appear. The board will review written statements submitted by the parties and any other such relevant material that the chair of the board deems necessary. When all presentations are complete, the board, in executive session, shall reach its resolution of the problem.
6. If the Hearing Board finds that a grade has been assigned in a manner that was arbitrary or unjust, or that crucial evidence was not taken into account, the Hearing Board may direct the Registrar to change the grade to one which the board deems appropriate as determined from all documented objective evidence. The decision shall be presented in writing to the parties directly involved and to such other persons as need to know the results of the hearing. Upon completion of the hearing, the chair shall maintain a file of relevant material for a period of at least two years.
7. The decision of the Hearing Board shall be final.

Assignment of Grades by a Person Other Than the Instructor

When a situation occurs in which a grade needs to be assigned and the instructor is no longer able to act or is not available, the following procedure shall be followed. This problem might occur in case of a faculty member's death, termination, resignation, or with supplementary faculty. The procedure may be applied for assigning grades at the end of a term, in the case of a missing grade, upon completion of an Incomplete, or in response to a grade complaint.

1. The department chair/school director will get permission from the instructor involved to act for the instructor. Such permission should be diligently sought and documented in writing.
2. If permission is secured, the department chair/school director and the Provost shall work out a written agreement for the completion of the work and the assignment of the grade. One copy of the agreement shall be filed in the student's record in the Office of the Registrar.
3. If permission cannot be secured by the department chair/school director, or if the instructor refuses or fails to provide a missing grade or finish an Incomplete, the department chair/school director, the Provost, and the chair of the Academic Standards Committee shall establish a written agreement for the completion of the work and the assignment of the grade. A copy of the agreement shall be filed in the student's record in the Office of the Registrar.

Leave of Absence Policy

The leave of absence is intended to provide a short-term leave, not to exceed two calendar years, for students who plan to return to the University of Puget Sound.

An undergraduate student who has completed one full term at Puget Sound and is enrolled or eligible to enroll may apply for a leave of absence during a term or within eight weeks after the end of the last term attended. If the request for leave takes place during a term, the normal procedures for withdrawal from the university must be followed. Leaves are not granted to first-semester freshmen or to students who have been suspended or dismissed from the university.

Students usually request leaves for medical reasons, financial difficulties, uncertainty about academic or career goals, personal considerations such as illnesses within families, or special opportunities not available at this university. A student going on a university partner or approved study abroad program remains registered on campus as a study abroad student and completes a form issued by the Director of International Programs. International students are not allowed to take a formal leave of absence unless they will be out of the country and have obtained prior approval from the International Student Coordinator.

The student initiates the process by obtaining an application from the Office of Academic Advising. The student completes the application, including a statement of reasons for requesting the leave of absence, and returns it to the Office of Academic Advising.

The student then discusses the leave with the Director of Academic Advising or another staff member to clarify concerns, to confirm that the student understands re-entry procedures, and to ensure appropriate contacts with other offices of the university.

A student who obtains a leave of absence and withdraws from Puget Sound during the tuition adjustment period, as published in the university's academic calendar, will be eligible for tuition adjustment according to the provisions of that calendar. No further adjustments are available for withdrawals after the conclusion of the tuition adjustment period.

The student must keep the Office of Academic Advising apprised of their mailing address and must meet all regular university deadlines for registration, housing reservations, financial aid applications, and similar matters. Financial aid/scholarship awards and university housing reservations do not automatically carry over. Students on leave are responsible for all arrangements with offices (Student Financial Services and Residence Life) serving them in these matters. They are also responsible for giving at least one month's notice of intent to re-enroll to the Office of Academic Advising in order that a registration appointment may be provided. If a student has not attended another college, the on-leave status will be changed to active student status.

If the student attends another college while on leave, official transcripts must be sent to the Office of the Registrar for the purpose of evaluating academic standing and credits according to regular transfer policy. Courses completed outside of the United States will not transfer while a student is on a leave of absence.

A student wishing to return to the university after their leave of absence has expired must contact the Office of Academic Advising to initiate the re-enrollment process.

Registration for Courses of Instruction

During designated time periods, students register for classes through the myPugetSound portal. Dates of registration for each term are listed in the Academic Calendar. Classes are subject to change due to lack of enrollment or other extenuating circumstances.

Registration is complete only when payment arrangements are confirmed by Student Financial Services. Consult with Student Financial Services for official university policies and regulations governing financial obligations. The Bulletin is a standard reference for official university policies and regulations governing financial obligations.

Questions concerning registration, including repeat registration for the same course, should be directed to the Office of the Registrar.

Wait-listing Classes

Students may wait-list up to two closed classes during registration periods prior to the start of the term. There is no waitlist option for incoming freshmen in the summer prior to their first semester. Students are encouraged to use the Manage My Waitlist feature to set up a class swap through the myPugetSound portal.

As spaces become available in closed classes, the Office of the Registrar will register wait-listed students into those seats. Students will be notified when they are enrolled into a class via the wait-list. However, students should feel free to check periodically with the Office of the Registrar to determine their current wait-list status.

Once the semester begins, the wait-list is no longer in effect and students must then go through the regular add/drop procedure in order to add courses to their schedules.

Gateway Policy

Courses may be designed for students with a specified characteristic (such as class standing, major, or program participation) that is fundamental to the academic objectives of the course. Some 100-level courses are designed primarily for freshmen, and all 100- and 200-level courses are normally constructed for lower-division students. Faculty may design such courses with an expectation that freshman and sophomores need different levels of guidance and different forms of challenge than do juniors or seniors, who are moving toward greater intellectual independence. However, certain of these courses may consistently be substantially filled with more advanced students because of the units-earned registration priority criterion. When such courses serve in part as gateway courses for a major or minor, lack of access for lower-division students may create obstacles to their beginning to meet major requirements in a timely way.

The Gateway Policy is designed to provide access to appropriate curricular opportunities for all students. Academic department chairs, program directors, and the Registrar will work together each semester to identify courses where student access to 100 level and gateway courses may be difficult, and they will allocate seats as necessary. This collaboration will occur early enough in the semester to allow sufficient time for the Registrar to publicize allocations in the schedule of classes.

To help monitor this policy, the Academic Standards Committee will consult with the Registrar and with the Director of Academic Advising to identify 100- and 200-level courses that appear not to be available to their intended freshman and sophomore student populations. The Committee will ask that department chairs, program directors, and the Registrar work together to manage better the allocation of seats for these courses. Likewise, the Academic Standards Committee shall consider whether there has been any negative impact of specified allocations on the academic progress of juniors and seniors in meeting Core, major, or program requirements. The Committee shall ask that department chairs, school directors, and the Registrar work together to accommodate the curricular needs of all students.

Registration and Attendance/Participation

All students regularly attending a course must be admitted by the Office of Admission or by the Office of the Registrar and registered for either credit or audit. It is the student's responsibility to be properly registered. It is the instructor's responsibility to restrict attendance and participation in the class to those students properly registered. Visitors to classes are expected to conform to visitor regulations. Infants and/or small children may not attend classes.

Non-attendance

If a student fails to attend the first class session or to notify the instructor in advance of a first-day absence, the instructor may ask the Office of the Registrar to drop the student from the course.

Regular class attendance is expected of all students. Absence from class for any reason does not excuse the student from completing all course assignments and requirements.

An instructor who notes a significant pattern of absence on the part of a student should submit a Student Alert to the Office of Academic Advising, who will contact and inform the student of the instructor's concerns. When non-attendance is in the instructor's judgment excessive, the instructor may levy a grade penalty or may direct the Office of the Registrar to drop the student from the course. If a student is dropped for non-attendance after the 10th week of class, a WF grade is automatically assigned.

When non-attendance is excessive in all of a student's academic courses, the student is considered to have voluntarily withdrawn from the university. The Office of the Registrar will then officially drop the student from all registered courses and will so inform the student. Once dropped from all courses, the student is required to leave campus. If a student is dropped from all registered courses after the 10th week of class, a WF grade is automatically assigned.

Disruptive Class Behavior

Disruptive class behavior is behavior which, in the judgment of the instructor, impedes other students' opportunity to learn and that directly and significantly interferes with class objectives. Should such behavior occur, the instructor is expected to inform the student and the Director of Academic Advising of the behavior deemed to be problematic and to attempt to work out a solution to the problem. If a solution cannot be reached, the instructor will direct the student to leave class and will refer the matter to the Director of Academic Advising. Permission to return to class will be granted only after the student meets with the Director of Academic Advising and signs a contract agreeing to appropriate ameliorative action. If the disruptive behavior continues, the instructor may direct the Office of the Registrar to drop the student from the course. Students wishing to appeal an administrative drop for class disruption may do so by petition to the Academic Standards Committee. In such cases, students will continue to be barred from class until the Committee renders its decision. If a student is dropped from a class for disruptive behavior after the tenth week of class, a WF grade is automatically assigned.

Late Registration

Late registration is possible through the last day to add a class published in the calendar. The student is responsible for securing advisor and instructor approval.

Liability Release

Courses which entail an unusual danger factor require a properly signed and notarized Liability Release form which may be obtained from Security Services. Study abroad also requires this form. Failure to complete the form for study abroad, available in the Office of International Programs, will result in dismissal from the study abroad program.

Change of Registration

Students are responsible for each course in which they are registered. Once registered, a student may change the class schedule through the myPugetSound portal or by submitting an add/drop form to the Office of the Registrar. Deadlines to add and drop courses are published in the Academic Calendar. If an instructor is not available and a deadline must be met, the department chair, the Registrar, or an Associate Academic Dean may approve the change.

Cancellation of Registration

The Academic Standards Committee has jurisdiction over forgery of faculty signatures on registration, Add/Drop, and Petition forms, or misuse of advisor or instructor permission codes. Taking another person's signature as one's own is a serious offense. Not only does forgery violate the

spirit of trust necessary for the academic community to function effectively, but also this frequently carries with it severe penalties in other societal contexts. Faculty members must forward evidence of forgeries or misuse of codes to the Office of the Registrar.

Upon being notified that a forged signature exists on any document or that a code has been misused, the Registrar informs the Academic Standards Committee. The Registrar may consider any form with a forged signature or misused code to be invalid, and any action taken on the basis of such a document will be subject to cancellation. For example, should the forged signature appear on a registration form, that student's registration may be withdrawn. Should the forged signature appear on an Add/Drop form, the add or drop action will be canceled. Petitions containing invalid signatures will be rejected regardless of the request. Letters notifying students of the action taken in these cases will be placed in the official academic record of the student. Additional sanctions may also result (see the section titled "Academic Integrity").

Activity Credit Limit

When the limit of 2.00 units on activity credit has been reached, additional activity courses may be taken and listed on the transcript. Such courses do not accumulate credit toward the degree, points toward the term or cumulative grade point averages, or units toward work completed successfully.

Repeating a Course

A student may repeat a course one time. An attempt of a course occurs when a student enrolls for a course and withdraws after the date for withdrawal without record.

This policy allows students to take a course again to improve a grade or to complete a course for which the student previously received a W or WF grade. Both courses and grades remain on the student's permanent academic record. The course with the higher grade is included in unit and grade point average calculations. If one of the assigned grades is a W, then the other permanent grade is used in unit and grade point average calculations. If a student attempting to improve a grade earns the same grade again, then the more recent grade is included in the appropriate calculations.

A student who receives an F or WF grade for a Seminar in Scholarly Inquiry 1 may repeat that course by taking any other Seminar in Scholarly Inquiry 1 for which the student is eligible to enroll. Similarly, a student who receives an F or WF grade for a Seminar in Scholarly Inquiry 2 may repeat that course by taking any other Seminar in Scholarly Inquiry 2 for which the student is eligible to enroll.

Students may receive credit for multiple attempts of specific courses. The course description in the Bulletin will indicate if a course may be repeated for credit. Some examples are:

1. Independent Study
2. Co-Operative Education
3. Physical Education
4. Music Performing Groups.

A student may ask to repeat a course at another institution by submitting a Transfer Evaluation Request available on the Office of the Registrar's website. Permission may be granted with the specific approval of the appropriate academic department. Some departments do not allow Puget Sound courses in which the student earned a low grade to be repeated at another institution. If a Puget Sound course is repeated at another institution, and if the grade earned in the transfer course is higher, the Puget Sound grade will be removed from the cumulative grade point average on the Puget Sound transcript. The transfer grade will not be reflected in the cumulative grade point average on the Puget

Sound transcript but will be tracked to ensure fulfillment of the graduation requirement that all students must have a 2.00 or higher cumulative grade point average in all courses, including transfer work. Credit for the Puget Sound course will be removed and replaced by the transfer credit, even if there is a difference between the two.

Regression Rule

Students who complete coursework at an intermediate or advanced level without first completing the lower level introductory courses may not then go back and take the lower level courses for credit. This rule applies primarily to coursework in mathematics, the sciences, and foreign language. It may also apply in other departments in which there is a clear content sequence between courses.

Redundancy Rule

Redundancy occurs when a student takes a course, whether at Puget Sound or elsewhere, that covers topics substantially similar to topics covered in another course. Credit for redundant courses is not allowed, as indicated in the course description. Redundancy is determined by the appropriate academic department and the Registrar.

When a student is found to have redundant credit, the student's record is adjusted to remove the duplication. The grade entering the grade point average is the grade earned in the course for which credit is allowed.

The following courses have been identified as redundant:

ARTH 275 and HON 206
 BIOL 101 and BIOL 111
 BIOL 361 and CHEM 461
 CHEM 110 and CHEM 115
 CHEM 120 and CHEM 230
 CHEM 230 and CHEM 231
 CHEM 461 and BIOL 361
 CONN 312 and STS 388
 CWLT and REL 307
 GEOL 101 and GEOL 104
 HON 206 and ARTH 275
 MATH 110, MATH 150, or MATH 160, and then MATH 103
 MATH 180, MATH 181, or MATH 280, and then MATH 170
 PHYS 111 and PHYS 121
 PHYS 112 and PHYS 122
 PSYC 222 and PSYC 220
 PSYC 222 and PSYC 221
 REL 292 and SSI1 150, SSI2 150
 SPAN 101 and SPAN 102, and then SPAN 110

A student who has received transfer or exam credit equivalent to a Puget Sound course is subject to reregistration, regression, and redundancy rules for that course, as well as any regulations of the corresponding academic department.

Concurrent Enrollment in Another Institution

Degree-seeking students wishing to take a course at another institution that overlaps with their University of Puget Sound enrollment must secure approval from the Academic Standards Committee prior to beginning such study. Failure to receive prior permission to earn concurrent credit at another institution will result in the denial of the use of the credit toward meeting Puget Sound degree requirements.

Withdrawal From a Course/Withdrawal From the University

Prior to the last day to drop without record, a student may withdraw from a course using their myPugetSound portal. Students dropping

below full-time, including those withdrawing from the university, must contact the Office of the Registrar.

Following this period, student must provide the Office of the Registrar with either an add/drop form signed by the instructor or an email from the instructor acknowledging the drop to complete the withdrawal process. Students withdrawing from the university must contact the Office of Academic Advising to start the process.

If a student stops attending class without completing the withdrawal process or is not withdrawn by the instructor for no-attendance, the instructor must assign a letter grade based on the work completed by the student minus grade penalties for any missing assignments and for absences.

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 tuition refund policies contact Student Financial Services.

Courses of Study

ACADEMIC ADVISING COURSE

201 Major Exploration and Decision 0.25 activity unit. 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.*

AFRICAN AMERICAN STUDIES

Professor: Dexter Gordon, *James Dolliver National Endowment for the Humanities Distinguished Teaching Professor, Director*; Grace Livingston (on leave fall 2019);

Associate Professor: Renee Simms

Visiting Assistant Professor: LaToya Brackett

Advisory Committee: Nancy Bristow, *History*; Rachel DeMotts, *Environmental Policy and Decision Making*; Dexter Gordon, *African American Studies/Communication Studies*; Robin Jacobson, *Politics and Government*; James Jasinski, *Communication Studies*; Grace Livingston, *African American Studies*; A. Susan Owen, *Communication Studies*; Renee Simms, *African American Studies*; Carolyn Weisz, *Psychology*.

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.

Within the interrogative, interdisciplinary, reflexive, and justice oriented mode that guides African American Studies, students in the program acquire sophisticated knowledge of African American and other African diasporic experiences; become conversant with the role of race, power, difference, and intersectionality in the personal, institutional, and structural relations of our daily lives including their relevance for local, regional, national, and international affairs; cultivate rigorous transdisciplinary skills in analytic, reflexive, and community-based research methodologies, and written, oral, and multi-media communication, to formulate, articulate, and interrogate ideas in private and public spheres; develop critical, intellectual, and ethical perspectives that can guide and advance personal, educational, civic, political, and professional actions; and engage and interact with differential sites of community development and leadership in the Puget Sound and beyond so as to deepen and apply their understanding of African American Studies and to learn to contribute collaboratively to the ongoing work of equity.

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 African American Studies consists of 9 units:

1. AFAM 101
2. AFAM 201
3. AFAM 399
4. Four elective units, including two depth and two breadth courses, selected and approved through advising from the courses listed below. At least three of the four must be taken at the upper-division level (courses numbered 300 or higher).
5. Capstone sequence: AFAM 401 and 402

Requirements for the Minor

A minor in African American Studies consists of 5 units:

1. AFAM 101.
2. Three elective units meeting the following conditions: (i) at least two must be taken outside the student's major; (ii) at least one must be a depth course from the list below; (iii) at least one must be a breadth course from the list below; and (iv) at least one must be an upper-division course (i.e., numbered 300 or higher).
3. Capstone: AFAM 401.

Notes for the major and minor

- a. Students may apply up to two approved courses of study abroad credit toward their African American Studies major or minor.
- b. Majors and minors may satisfy no more than two university core requirement from African American Studies offerings.
- c. When a course both supports their African American Studies major and fulfills a major or minor requirement in another field, a student may count no more than two units from that major or minor toward their African American Studies major.
- d. Students majoring or minoring in African American Studies must earn a grade of C- or higher in all courses which are taken in fulfillment of a major or minor requirement.
- e. The African American Studies program reserves the option of determining, on an individual basis, a time limit on the applicability of courses to the major or minor.

Depth Electives

Depth courses provide students with specialized knowledge in African American experiences, opportunities for sustained and deep thinking about a topic in African American Studies, and specifically highlight how African American Studies acquires, organizes, and defines knowledge. Students will acquire new methodological or theoretical tools to understand and situate African American experiences and their import. A course will meet the depth criteria if: (1) course topics are central to African American experiences; (2) these topics are considered across the course; and (3) the course introduces methodological or theoretical tools rooted in African American Studies. Courses that currently count toward the depth elective are:

- AFAM 205 Survey of African American Literature
- AFAM 210 Black Fiction and Feminisms
- 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/COMM 370 Communication and Diversity

AFAM 375 The Harlem Renaissance
AFAM 495 Independent Study
COMM 347 African American Public Discourse
CONN 335 Race and Multiculturalism in the American Context
CONN 390 Black Business Leadership: Past and Present
ENGL 332 Genre: Poetry*
ENGL 335 Genre: Drama*
ENGL 338 Genre: Popular Literature*
ENGL 339 Genre: Print Media*
ENGL 363 African American Literature
ENGL 381 Major Authors*
HIST 254 African American Voices: A Survey of African American History
HIST 291 Modern Africa
HIST 293 Early Africa to 1807
MUS 221 Jazz History
PG 304 Race and American Politics
PG 346 Race in the American Political Imagination
PHIL 389 Race and Philosophy
REL 307 Prisons, Gender, and Education

* Applicable when the course emphasizes African American literature.

Breadth Electives

Breadth courses multiply points of application of specialized knowledge and expertise which students gain from African American Studies, allowing them access to different methodological and theoretical modes of treating topics and interrogating course material across disciplines, and varied platforms for building their capacity for critical and recursive intellectual engagement. A course will meet the breadth criteria if the syllabus or conversation with the instructor indicates that (1) topics show a distinct relationship to African American studies; (2) topics allow application of methods and theories from AFAM studies; and (3) the course expands lenses and extends contexts on topics instructive to African American experiences. Courses that currently count toward the breadth elective are:

AFAM/REL 265 Thinking Ethically: What is Justice?
AFAM 304 Capital and Captivity
ARTH 302 The Art of Mexico and Mesoamerica
COMM 321 Film Criticism
COMM 322 Television Culture
COMM 373 Critical Cultural Theory
CONN 325 Homelessness and Race
ECON 218 American Economic History
ECON 241 Urban Economics
ENGL 362 Native American Literature
ENGL 364 Asian-American Literature
ENGL 365 Gender and Sexualities
ENGL 366 Critical Whiteness Studies
GQS 201 Introduction to Gender, Queer, and Feminist Studies
HIST 280 Colonial Latin America
HIST 281 Modern Latin America
HIST 360 Frontiers of Native America
HIST 381 Film and History: Latin America
HIST 382 Comparative Revolution in Twentieth Century Latin America
HIST 383 Borderlands: La Frontera: The U.S.-Mexico Border
HIST 384 Transnational Latin America
HIST 391 Nelson Mandela and 20th Century South Africa
HIST 392 Men and Women in Colonial Africa
HIS 393 Missions and Christianity in Africa
LAS 100 Introduction to Latin American Studies

LAS 387 Art and Revolution in Latin America
LTS 200 Latina/o America: A Critical Introduction to Latina/o Studies
LTS 300 Latina/o Literatures
MUS 222 Music of the World's Peoples
PG 303 Diversity in Post-Industrial Democracies
PG 311 Politics of Detention: Criminal Justice, Immigration, and the War on Terror
PG 315 Law and Society
PG 316 Civil Liberties
PG 325 African Politics
PSYC 225 Social Psychology
PSYC 265 Cross-Cultural Psychology
PSYC 373 Perceiving Self and Other
REL 302 Ethics and the Other
SOAN 103 Social Problems
SOAN 213 City and Society
SOAN 230 Indigenous Peoples: Alternative Political Economies
SOAN 301 Power and Inequality
SOAN 305 Heritage Languages and Language Policies
SOAN 335 Third World Perspectives
SOAN 350 Border Crossings: Transnational Migration and Diaspora Studies
SPAN 212 Latin American Culture and Civilization
SPAN 301 Literature of the Americas
SPAN 306 Latin American Film
SPAN 311 Migration Narratives
SPAN 402 Seminar in Nineteenth-Century Latin America
SPAN 405 Seminar in Twentieth and/or Twenty-First Century Latin America
THTR 250 World Theatre I: African Diaspora

Note that the following first-year seminars have relevance but cannot count toward the major or minor:

SS11/SS12 115 Imaging Blackness
SS11 121 Multiracial Identities
SS11/SS12 135 Hurricane Katrina and the History of New Orleans

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 10.

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.

SS11/SS12 115 Imaging Blackness
SS11 121 Multiracial Identity

Connections courses. See the *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 24).

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 advocates, the theoretical and critical approaches to Black Studies as a discipline, and the early objectives of Black Studies in relation to present conversations and projects regarding goals of multiculturalism and diversity. *Satisfies the Humanistic Approaches core requirements. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered each semester.*

201 Methods in African American Studies This course is the primary methods course for the major. The course provides students with a thorough grounding in the literature and research areas within African American Studies. In this course students are taught to investigate historical, cultural, economic, religious, political, and literary phenomena and are encouraged to formulate new thinking based on thoughtful reflection on personal and community experiences. *Prerequisite: AFAM 101. Satisfies the Knowledge, Identity, and Power graduation requirement.*

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. *Satisfies the Humanistic Approaches core requirement.*

210 Black Fictions and Feminism This course is an integrative course in the humanities that explores various constructions of black female identity. The course looks at black womanhood as it's represented in the public imaginary, feminist theories, critical race theories, and in literature and literary criticism written by black women writers. One of the questions the course asks is: How have scholars and writers addressed fundamental questions of black female identity? To answer this question, students read and view a wide survey of materials including novels, essays, memoir, and film. Through this investigation, students consider how studies of race, feminism, and gender connect to personal lives. *Prerequisites: AFAM 101 strongly recommended. Satisfies the Humanistic Approaches core requirement.*

265 Thinking Ethically: What is Justice? This course provides students with tools of ethical analysis so that they can think critically about pressing contemporary moral issues through the lens of justice. The course focuses on ethical methods from world Christianity and western philosophy. The course introduces both ethical theories and modern justice theories, and examines multicultural perspectives of the long-standing religious and philosophical understanding of justice. It analyzes how social justice concepts have been applied in different cultural contexts, including non-western communities. Students examine different models of justice and their implications for contemporary moral issues (e.g. healthcare, social welfare, racism, war, capital punishment, human rights, immigration, refugees, property rights, and the environ-

ment). The class includes interactive lectures on justice theories and students actively participate in discussions on selected case studies. Course readings include excerpts from Aristotle, Aquinas, Mill, Pope, Locke, Calvin, Kant, Rawls, Sandel, Nussbaum, Singer, and Hauerwas. *Crosslisted with AFAM 265. Satisfies the Knowledge, Identity, and Power graduation 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. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every other year.*

310 African Diaspora Experience This special topics course is dedicated to an international Black population with the additional course component of a faculty-led study abroad after the semester concludes. It provides students the opportunity to connect the literature-based course curriculum, along with additional content on historical, environmental, political, health, and gender related materials, with a guided experience within the African Diaspora. West African novels provide the primary curriculum of this course, covering various time periods and experiences. The course content also incorporates supplemental materials to guide in course discussions. Materials provide students with a general understanding of the past and current contexts of West Africa. Students gain a new perspective into the African American experience by reading and experiencing the culture and history of Africa. AFAM 310 provides students with alternative narratives of African experiences. It provides students tools to engage with persons from non-western societies in a productive, respectful, and culturally aware manner that will guide them in collaborating cross culturally. *Satisfies the Humanistic Approaches core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

360 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 "long civil rights movement," the course explores earlier strategies of resistance, the civil rights and black power movements, and legacies of these movements. An interdisciplinary approach is particularly applicable for a course focused on the civil rights movement 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 of this charged historical period, and the intersecting struggles over knowledge, power, and identity. *Satisfies the Knowledge, Power, and Identity graduation requirement.*

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 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. *Cross-listed with COMM 370. Satisfies the Knowledge, Identity, and Power graduation requirement.*

399 Public Scholarship This is the African American Studies Program course in public scholarship. It provides students the opportunity to connect their coursework with the Race and Pedagogy Institute. One of the tenets of African American studies is the production of scholarship and public programs that effects change and impacts lives especially for communities historically underserved by official state and national institutions (i.e., public scholarship; some prefer the term civic engagement). The Race and Pedagogy Institute articulates these tenets in its various initiatives. The African American Studies program builds on the synergy evolving between the Institute's various activities including its Community Partners Forum, and debates and events in the larger community to provide students with unique opportunities for dynamic engagement with social and cultural challenges. This course provides students with the necessary educational scaffolding for the production of public scholarship and then offers them the opportunity to contribute their work as part of ongoing critical efforts to confront and transform historical disparities in power, and privilege between different communities especially among local, regional, and national communities. *Prerequisite: AFAM 101.*

402 Research Seminar in African American Studies In this course students employ the range of methods and understandings gained through AFAM 101 and further studies in the major to complete an independent research project/paper. *Prerequisite: AFAM 401.*

ART AND ART HISTORY

Professor: Zaixin Hong; Michael Johnson; Kriszta Kotsis (on leave 2019-2020); Janet Marcavage, Chair; Elise Richman; Linda Williams

Assistant Professor: Chad Gunderson

Visiting Assistant Professor: Kristen Strehle

About the Department

The Department of Art and Art History offers two Bachelor of Arts degrees: Studio Art and Art History. The two majors 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. Department of Art and Art History courses serve majors as well as students who are enrolled in the Artistic Approaches core. Careful attention is given to meet the needs of students from diverse majors and programs. The Department of Art and Art History occupies three buildings with Kittredge Hall and its gallery as the nucleus. Studio art courses are also taught in the Ceramics Building and the Sculpture House. Approximately eight exhibitions are held each academic year in the Kittredge Gallery, including a juried student show and the senior studio art thesis show in the spring semester.

Students who graduate from the Department of Art and Art History will be able to:

1. Clearly articulate ideas in visual, verbal, and written form that reflect critical thinking and sustained engagement with the field.

2. Successfully critique and discuss aesthetic experiences and apply training in visual literacy.
3. Apply theories and methods of artistic creation and critical evaluation of sources with an understanding of social and historical context.
4. Demonstrate the ability to independently create works in the plastic arts and/or complete significant research projects in the history of art.
5. Through the study and creation of art, develop a nuanced understanding of self and a more sophisticated view of our world in order to participate as successful and mindful citizens.

Studio Art

Studio art students master distinct processes, an understanding of the principles of design, a familiarity with art history, sensitivity to expression, and strong visual communication skills. 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. In addition to instruction from the regular staff, a number of visiting artists are brought to the campus each year to lecture and work with students. Studio classes average 15 students per class, providing opportunities for close relationships between faculty and students. The studio faculty are all exhibiting artists, showing their works in national and international exhibitions as well as in regional and local shows.

Art History

Art history majors develop an understanding of the trajectory of multiple art historical periods and cultivate skills in analyzing artworks from a wide range of cultures and from various methodological approaches. Students are also introduced to the historiography of the discipline and fundamental methods of analyzing art. Written work culminates in the presentation of a capstone paper that demonstrates the student's ability to apply methods of research and analysis. Courses in art history cover the surveys of Western and Asian art, with upper division (300-400 level) studies in Ancient, Medieval, Renaissance and Baroque, 19th and 20th Century European and American art, Mexican, Chinese, and Japanese art, and Asian calligraphy. Sophomore level standing or consent of instructor is required for 300 level courses. The art history faculty present their research at national and international conferences and publish their work in scholarly journals and books.

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 in Studio Art

A limited number of seats have been reserved in ARTS 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 prior to registration week.

- I. Completion of two foundation courses in studio art, specifically ARTS 101, 102;

- II. Completion of any two of the following art history courses: ARTH 275, 276, 278; and the completion of one art history course from the following courses: ARTH 302, 325, 359, 360, 361, 362, 363, 365, 367, 368, 369, 370, 371, 380, 399, HUM 330, 335, LAS 387.
- III. Studio Art tracks (choose A, B, C, or D)
 - A. Printmaking: 281, 282, ARTS 201 or 251, 382, 492, 3-D elective.
 - B. Painting: ARTS 201, 251, 281 or 282, 350, 492, 3-D elective.
 - C. Ceramics: ARTS 247, 248, 265 or 266, 347, 493, 2-D elective.
 - D. Sculpture: ARTS 247 or 248, 265, 266, 355, 493, 2-D elective.
- IV. Satisfactory participation in the Senior Exhibition.

Notes

- 1. Elective units are available in art and art-related fields that provide concentration, depth, and choices for the art major in painting, ceramics, drawing, printmaking, and other fields.
- 2. Sophomore orientation is highly recommended.
- 3. HON 206 may only be taken by Honors students and is a replacement for ARTH 275.
- 4. ARTS 147 and ARTS 202 do not apply to the Studio Art major.

Advisors: Professors Gunderson, Johnson, Marcavage, and Richman.

BA Degree in Art History

- I. Completion of ARTS 101 or 102, ARTH 275, 276, 278 or 302, 294, 494 and four of the following: ARTH 278, 302, 325, 334, 359, 360, 361, 362, 363, 365, 367, 368, 369, 370, 371, 380, 399, 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 (Arabic, 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.

Notes

- 1. 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 only be taken by Honors students and is a replacement for ARTH 275.

Advisors: Professors Hong, Kotsis, and Williams.

Requirements for the Minor

Studio Art

Completion of six units to include: 1) ARTS 101, 102; 2) one unit from the following art history courses: ARTH 275, 276, 278, 302, 325, 334, 359, 360, 361, 362, 363, 365, 367, 368, 369, 370, 371, 399; and 3) three art electives.

Art History

Completion of six units to include: 1) ARTH 275, 276, 278 or 302, 294;

and 2) two art history units at the 300 level (from the following courses: ARTH 302, 325, 334, 359, 360, 361, 362, 363, 365, 367, 368, 369, 370, 371, 380, 399, HUM 330, 335, LAS 387.

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 ARTH 275.
- 4. ARTS 147 and ARTS 202 do not apply to the Studio Art 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

- SSI1/SSI2 120 Hagia Sophia: From the Emperor's Church to the Sultan's Mosque**
- SSI1 147 Contemporary Art Theory and Critique**
- SSI2 157, Chinese Painting in the West**
- SSI1/SSI2 170 Perspectives: Space, Place, and Values**
- SSI1 179 Women, Art, and Power in Byzantium**

Other courses offered by Department of Art and Art History faculty. See *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 24).*

- CONN 370 Rome: Sketchbooks and Space Studies**
Satisfies the Connections core requirement.
- HON 206 The Arts of the Classical World and the Middle Ages**
Satisfies the Artistic 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.

Studio Art

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 to non-majors. Offered every semester.*

102 Principles of 3-D Design This course is a comprehensive investigation of contemporary and traditional three dimensional concepts and processes. Students develop a working understanding of the visual and conceptual vocabulary needed for making and critically assessing three-dimensional form. Projects are designed to provide each student the opportunity to fully develop an understanding and envisioning of space, the autonomous object, the effects of scale, and the relationship of the body to the built environment. The student gains experience in handling both plastic and rigid materials while employing additive and

reductive forming practices. In addition to making, students engage in research pertaining to the historical development of three-dimensional art and present findings through writing and oral presentation. Critiques also serve as a vehicle to help students learn to critically evaluate their work and that of their peers. *Available to non-majors. Satisfies the Artistic Approaches core requirement. Offered every semester.*

147 A History of Ceramics Through Making As one of the first technological discoveries made by humans, ceramics has an extremely rich history. New uses for this diverse material are still being developed today. Students focus on the techniques and practice of making ceramic objects while, in parallel, learning about and researching the history of this worldwide innovation. Skills learned build upon one another chronologically. Critiques, readings, and discussions supplement and enrich students' working knowledge of clay as a material and provide a historical context in which to view ceramics in the present. Classes frequently begin with lectures followed by in-class work time. Creative production is balanced with reading, writing, and oral presentation. *Note that this course does not apply to the Studio Art major or minor. Satisfies the Artistic Approaches core requirement. Offered every other spring.*

201 Intermediate Drawing This course explores drawing as a means of seeing more acutely, examining cultural narratives, and experimenting with a range of materials. 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 recording and relating visual relationships, expressing spatial and temporal phenomena, and critically engaging with art historical, contemporary, and personal issues and narratives. Assignments incorporate black and white wet and dry materials as well as water based pigments. The course includes an extensive figure drawing unit. Additionally, an examination of contemporary trends in art informs the themes and approaches explored in this course. *Prerequisite: ARTS 101. Offered Fall semester.*

202 The Printed Image This course introduces students to significant developments and works in printmaking. Students are exposed to the craft and function of printmaking through exploring its historical foundation and contemporary applications. Printmaking's potential for visual communication is considered through readings, research, writing, creative projects, discussion, class presentations, studio and museum visits. Students have the opportunity to gain both hands-on experience with materials and build skills for analyzing art and print media. *Note that this course does not apply to the Studio Art major or minor. Satisfies the Artistic Approaches core requirement. Usually offered every other spring.*

247 Ceramics: Beginning Wheel Throwing This course presents students with the spectacular possibilities of functional ceramic vessels as formed on the wheel. Students start the course by learning the fundamentals of throwing. These basic skills provide the groundwork for the creation of more elaborate and complex forms as the course progresses. In tandem with these assignments, students also explore high temperature glaze formulation. Historical and contemporary examples of ceramic vessels are presented to students throughout the duration of the course. As a result, students acquire an appreciation for historic and contemporary ceramics and become able to critically discuss a myriad of ceramic artwork. Along with regular lectures, students are required to research and present on a contemporary ceramic artist. Available to non-majors. *Prerequisites: for Studio Art majors and minors, ARTS 102 (no prerequisites for non-majors). Offered Fall semester.*

248 Ceramics: Beginning Handbuilding This course presents students with the spectacular possibilities of handbuilding techniques used to create ceramic objects. Different methods of creation are introduced throughout the duration of the course culminating in a final project that incorporates knowledge of these fundamental techniques. In tandem with these assignments, students also explore low temperature glaze formulation. Historical and contemporary examples of ceramic art are presented to students throughout the duration of the course. As a result, students acquire an appreciation for historic and contemporary ceramics and become able to critically discuss a myriad of ceramic artwork. Along with regular lectures, students are required to research and present on a contemporary ceramic artist. *Available to non-majors. Prerequisites: for Studio Art majors and minors, ARTS 102 (no prerequisites for non-majors). Offered Spring semester.*

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. Additionally, this class emphasizes the notion of artistic intention as well as the relationship between expressive content and perceptual elements. *Prerequisites: for Studio Art majors and minors, ARTS 101. Offered Spring semester.*

265 Sculpture/Metal This course explores 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. *Prerequisites: for Studio Art majors and minors, ARTS 102 (no prerequisites for non-majors). 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. *Prerequisites: for Studio Art majors and minors, ARTS 102 (no prerequisites for non-majors). Offered Spring semester.*

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. *Prerequisites: for Studio Art majors and minors, ARTS 101. Offered Fall semester.*

282 Beginning Printmaking: Lithography and Screen Print 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. *Prerequisites: for Studio Art majors and minors, ARTS 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, and flatbed scanner. The course content includes digital drawing, painting, and photography. *Prerequisite: ART 101. Offered occasionally.*

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. This course takes place in tandem with Art 447; intermediate students share work days and critiques with advanced students. *Prerequisite:* ARTS 247 or ARTS 248. *Offered Fall semester.*

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, including 4–5 weeks of figure painting, which build technical skills and encourage explorations of distinct layering processes with the development of an independent series of paintings. Students will also learn to mix paint, and experiment with different kinds of pigments, thereby developing a deeper understanding of materials. In addition to engaging with distinct processes and techniques, this course will introduce and examine contemporary trends in painting. This course takes place in tandem with ARTS 450; intermediate students share work days and critiques with advanced students. *Prerequisite:* ARTS 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. This course takes place in tandem with ARTS 455; intermediate students share work days and critiques with advanced students. *Prerequisite:* ARTS 265 and ARTS 266. *Offered Fall semester.*

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. *Crosslisted as ARTH 371. Offered every other year.*

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 screen print—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. This course takes place in tandem with ARTS 482; intermediate students share work days and critiques with advanced students. *Prerequisite:* ARTS 281 or ARTS 282. *Offered Fall semester.*

447 Advanced Ceramics This advanced course requires students to further develop an individual direction with their use of the ceramic medium. Focus is placed on nurturing a creative voice, but is balanced with an emphasis on continued experimentation with clay and glaze formulation. Taking place in tandem with ARTS 347, advanced students share work days and critique days with intermediate students. Along with regular lectures, students research, interview, and present on a contemporary ceramic artist. Exploration is project based in this course and evaluation is based as much on content as craftsmanship. *Prerequisite:* ARTS 347. *Offered Fall semester.*

450 Advanced Painting This course promotes the exploration of personal artistic motivations and independent relationships to processes and materials. Students are encouraged to work from the figure, push-

ing issues of scale and experimentation with materials for 4–5 weeks of the semester. Additionally, students expand upon their understandings of process, media, and conceptual issues, generating an independent, advanced series of work. Students also examine and interrogate contemporary artistic issues and trends in written and oral forms of communication. This course takes place in tandem with ARTS 350, advanced students share work days and may share critiques with intermediate students. *Prerequisite:* ARTS 350. *Offered Fall semester.*

455 Advanced Sculpture This advanced course provides the structure enabling each student to develop an individualized program of studio practice. This practice will consist of creating a consistent, coherent, body of work where individual students galvanize their formal and conceptual concerns. This course takes place in tandem with ARTS 355; advanced students share work days and critiques with intermediate students. *Prerequisite:* ARTS 355. *Offered Fall semester.*

482 Advanced Printmaking Students develop independent projects with print media, furthering their critical thinking and artistic growth. Students engage in a concentrated study and studio practice. Print matrices and substrates may be examined as tools for editing, variation, accumulation, distribution or other means. Students investigate scale and format with their projects, and have the opportunity to explore relationships between printmaking and other media such as installation, digital media, and textiles. Students will consider the production of prints within the context of contemporary culture and print history. Inventiveness, individual problem solving, risk taking and a willingness to challenge one's abilities are essential to this class. This course takes place in tandem with ARTS 382, advanced students share work days and critiques with intermediate students. *Prerequisite:* ARTS 382. *Offered Fall semester.*

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

493 Advanced 3D Studio This advanced studio course in 3D studies is designed to help students develop a coherent body of work. *Prerequisite:* ARTS 347 or ARTS 355. *Offered Spring semester.*

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

Art History

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 Artistic Approaches core requirement. Students may not receive credit for both ARTH 275 and HON 206. Offered every year.*

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 Artistic Approaches core requirement. Offered every year.*

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

294 Art History Research Methods This course examines the origins and history of the discipline of art history and serves as an introduction to fundamental methods of art historical research (e.g., biographical, formalist, iconographic, sociological, feminist, etc.) approaches. The course, intended for prospective and recently declared majors, prepares students for more advanced courses in art history. This generally chronological seminar also provides hands-on learning of museological and archival procedures, and offers students the opportunity to become acquainted with and to practice different types of art historical writing (e.g., ranging from catalog entry to book review). Students also have the opportunity to develop and refine their research skills through the completion of a substantial research project. Students present their work to the class both in formal and informal presentations throughout the term. *Prerequisite: Second-year standing or above, and two art history courses completed at a university. Offered every year.*

302 The Art of Mexico and Mesoamerica This course introduces the arts of Mesoamerica and Mexico from 1200 BCE to the present. Architecture, sculpture, pottery, and painting of the pre-Columbian and Viceregal 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 Artistic Approaches core requirement. Offered every other year.*

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.*

334 Early Italian Renaissance Art: From Giotto to Michelangelo This course offers an overview of works created throughout the Italian peninsula, from Naples to Genoa, and Venice to Rome from the thirteenth through the fifteenth century. In addition to the well-known artists who generally define the period (Giotto, Donatello, Botticelli)

the course covers a variety of artists, media, and sites that broaden students' understanding of the early Renaissance, examining formal transformations within social, political, and religious contexts. Students focus particularly on how art was used in the civic structure of both republics and courts, and how individual patrons shaped the visual arts in Italy from the early fourteenth-century innovations of Giotto to the late fifteenth-century innovations of Leonardo and Michelangelo. In addition to understanding how visual images communicate by developing skills of formal analysis of art and architecture, students focus on the interpretation of how and what particular styles conveyed in society. Writing assignments include the critical analysis of art historical writing, analysis of style, and a research paper. *Prerequisite: second year standing or above. Offered every third year.*

359 Islamic Art Islamic culture is truly global, encircling the planet from the Islamic Center of Tacoma, Washington, 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. *Prerequisite: second year standing or above. Offered every third year.*

360 Art and Architecture of Ancient Greece The civilization of ancient Greece has an important place in the formation of Western culture and in the development of Art History as a discipline. This course examines the art produced in Greece and the Greek world from the Early Bronze Age through the Hellenistic period (ca. 3000 BCE to 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. *Prerequisite: second-year standing or above. Offered every other year.*

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. *Prerequisite: second-year standing or above. Offered every other year.*

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. *Prerequisite: second-year standing or above. Offered every other year.*

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. *Prerequisite: second-year standing or above. Offered every other year.*

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/technical 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.*

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.*

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. *Offered occasionally.*

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. *Cross-listed as ARTS 371. Offered every other year.*

380 Museums and Curating in the 21st Century: History, Theory, and Practice This course explores the history of museums, collecting, theories, and practice of contemporary curating. Students learn the history of different types of exhibitions of material culture—art and artifacts and objects/displays of the natural world. The class includes visits to regional museums, proper handling of art and artifacts, and guest presentations by professionals in the field. Students study the politics and ethics of collecting and curating, and for the final project, plan and/or participate in the curation of an exhibition. *Offered occasionally.*

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.*

492 Curatorial/Art History Research Practicum 0.25 academic unit. This semester-long course allows students to work with an art history professor on a project related to the history of art or visual culture. The work may include: the planning and implementing of an exhibition in Kittredge Gallery or another venue on campus; cataloging and researching works of art belonging to the Puget Sound art collection; art education or other initiatives that connect the community and visual arts on the Puget Sound campus. Students develop research and writing skills that aim to provide a context for artistic works and make them accessible to the public. This course is designed for second year students and above. *Prerequisite: at least one 200 or 300-level art history course at Puget Sound. Instructor permission required.*

494 Seminar in Art History The course is a reading and writing intensive seminar, required for all art history majors, which focuses on research methods and approaches in the field of art history. Students

culminate their disciplinary studies with a substantial thesis/research paper. Open only to art history majors in the senior year of study.

Prerequisites: Art History 294 and two additional 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).

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

ASIAN LANGUAGES AND CULTURES

Professor: Jan Leuchtenberger (Japanese), *Director*

Assistant Professor: Mengjun Li (Chinese) (on leave 2019-2020)

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 in this *Bulletin*), offers majors, minors and courses of interest to all undergraduates at Puget Sound. Grounded in a strong foundation of languages, the program draws on the broad expertise of the Asian Studies faculty and complements the Asian Studies Program's Interdisciplinary Minor and Trimble Distinguished Asia Scholar designation in offering students a focused and comprehensive understanding of the languages, cultures, and literatures of China and Japan. The program offers two majors, two minors, courses in the core curriculum, and Chinese and Japanese language courses that fulfill requirements toward the Asian Studies minor and meet the university's foreign language requirement.

ALC offers majors in Chinese Language and Culture, Japanese Language and Culture and Japanese Language and Literature, as well as minors in Chinese and Japanese. The goals of the language curriculum are based on the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). Each major is designed to provide students with a solid foundation in language and culture through intensive language training and broad exposure to the cultural traditions of China and Japan. The curriculum systematically prepares students through highly structured and interactive classroom instruction and a wide variety of learning opportunities outside of the classroom.

Students who graduate from the Asian Language & Cultures Program will be able to:

1. Communicate effectively with native speakers of Chinese and/or Japanese in a variety of situations using culturally appropriate language.
2. Read and understand the gist of authentic materials, such as news summaries and short essays, with the aid of dictionaries and other resources.
3. Write expository and expressive essays in the target language on a variety of topics.
4. Implement tools to become independent, self-sufficient learners of the target language beyond the classroom.
5. Demonstrate fundamental knowledge of the literary and cultural traditions of China and/or Japan, and understand those traditions within the East Asian and world contexts.
6. Analyze and discuss coherently Chinese and/or Japanese literary and cultural works.

7. Write logically and clearly in English about Chinese and/or Japanese literary and cultural traditions.
8. Apply critical thinking, research and learning skills to be successful in their academic, professional and personal lives after graduation.

Choice of Majors

Students may select from two major areas of study:

1. Chinese
2. Japanese

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 215, 225, 325, 345; ARTH 367, 369; HIST 245, 343, 344; IPE 350; PG 378, 379; PHIL 305; REL 234. An additional unit may be chosen from the following courses: ALC 205; ARTH 278, 370, 371; HIST 349; HUM 330; IPE 355; PG 323; REL 332; SOAN 225, 395.

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, ARTH 368; HIST 248; PG 372; REL 233, 300, 328. An additional unit may be chosen from the following courses: ALC 205; ARTH 278, 370, 371; HIST 349; HUM 330, 335; PG 323; 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 325, 360, 380, or 385.
 2. Three units from the following: ALC 205, 310, 320, 330.

Requirements for the Minor (5 units)

Completion of a minimum of five units in one language is required for the minor in Chinese or Japanese.

Interdisciplinary Minor in Asian Studies

All students majoring in the Asian languages are strongly encouraged to augment these majors with the Interdisciplinary Minor in Asian Studies offered by the Asian Studies Program, thereby enhancing their major with a deeper and broader comprehension of Asian cultures and societies. Up to two courses taken for the ALC majors may be applied to the Asian Studies Minor. See requirements under the Asian Studies listing.

Robert Trimble Distinguished Asia Scholar

Students pursuing the Asian Studies Minor 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 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 one unit 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 10. 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.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 18)*. *Seminars in Scholarly Inquiry do not count for the major or minor.*

SSI1 145 Anime Bodies: Metamorphoses and Identity

Asian Languages and Culture

205 Great Books of China and Japan This course is an introduction to the literary traditions of China and Japan through the study of the most significant literatures of the two countries. The course moves chronologically through the histories of both countries, starting with early Chinese classics and continuing with representational works in the Confucian, Daoist and Buddhist schools of thought that strongly influenced both cultures. Later, students look at a selection of culturally significant narratives, poetry and drama from parallel literary periods in China and Japan that demonstrate continuities and changes in both cultures over the years. Students learn the structural elements of the different genres and how the evolution of those elements was influenced by historical and cultural shifts. Students who take this course learn to: 1) identify the fundamental characteristics and structures of representative works and important literary genres from different historical periods in China and Japan; 2) think critically about major themes in those works, the ways in which they are constructed, and how they are informed by cultural change; and 3) examine the literatures of the two cultures from a comparative perspective that also acknowledges the influences they had on each other. *Satisfies the Artistic Approaches core requirement. Offered frequently.*

215 Stories of the Strange: From Fox Spirits to The Monkey King in Chinese Literature The cultures that have occupied modern-day China have left incredibly long and varied written histories. Among these histories, accounts of the strange and anomalous are often overlooked, and yet they provide a wealth of critical information about culture in a broad sense. This class uses analysis of stories of ghosts, demons, fox-spirits and other anomalies from over 2000 years of Chinese literary history as a way to understand Chinese fiction generally, but also to shed light on the ways in which the authors approached issues of identity, the other, society, and conceptions of the transcendent. *Satisfies the Humanistic Approaches core requirement. Offered occasionally.*

225 Visualized Fiction: Cinematic Adaptations of Traditional Chinese Literature Classical Chinese literature has contributed the inspiration and source materials for a host of modern cultural products. This course is designed to help students develop an awareness of the

importance, uses and the significance of classical Chinese literature in modern cultural production. In this course, students study classical texts in English translation and their modern and contemporary film adaptations. In the process, students try to understand what about the original classics appeals to modern cultural producers, and what cultural, social, and political purposes they might serve in different modern contexts. The goals of this course are 1) to develop an overall understanding of major Chinese literary genres; 2) to examine why traditional Chinese literature still matters to us today and why literary works from the past have been used by the West and recycled in our modern cultural production; 3) to demonstrate critical thinking through written and oral expression; and 4) to retrieve and use written information critically and effectively. *Satisfies the Humanistic Approaches core requirement. Offered frequently.*

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.*

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.*

325 Chinese Cinema: Ideology and the Box Office Chinese cinema is a global powerhouse, winning major international awards and capturing remarkable box office receipts. However, like most Chinese stories, that of Chinese film is a long and intricate one. In this course, students will be exposed to the broad historical scope of Chinese cinema from the earliest silent films of the 1920s to some of the most recent critical productions. Through films by Zhang Yimou, Ang Lee, Stephen Chow and Bruce Lee, among many others, students will explore the fundamental tensions between artistic expression and the political context of the day in addition to commercial pressures. Students will also approach issues of identity, gender, ethnicity, and modernity while developing basic film analysis techniques. *Satisfies the Humanistic Approaches core requirement. Offered occasionally.*

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 Ōe Kenzaburo, Haruki Murakami, 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.*

345 Revenge and Retribution in Chinese Literature Since antiquity, many cultures have turned to retribution as a means of restoring justice. Stories about getting even through revenge abound in both highbrow and popular Chinese literature. The themes of revenge and retribution have lent themselves effectively to various literary genres throughout Chinese history, from historical biographies and classical tales to vernacular short stories and plays, extending all the way into twentieth-century ballet and film. Literature has served as an important site of inquiry into the morality and mechanisms of revenge and retribution, sometimes offering conclusions that are a good deal more ambiguous than legal and philosophical discourses about the same question. This course works through four organizing themes: The Collective (assassination and self-destruction for a larger cause); The Individual (revenge and redemption in interpersonal relationships); Modern Man and Nation Building (from the Republican Period to Socialism); and Transnational Interpretations of "China's Hamlet". By the end of the course students should be able to identify the relevant genres, produce effective oral and written analyses of the material, and critically and cogently reflect on how Chinese conceptions of revenge and retribution might help them think through their own beliefs about revenge, justice, forgiveness, and identity. *Satisfies the Humanistic Approaches core requirement. Offered frequently.*

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.*

216 Chinese Corner: Conversation 0.25 activity unit Chinese Corner is an opportunity for Chinese language learners of intermediate level or above to practice Mandarin on a weekly basis in a non-classroom setting. The goals of this activity course are for learners to increase their oral communication skills and comprehension, get help with homework, acquire a deeper understanding of Chinese culture, and interact with other speakers. *Pre-requisite: Chinese 202 or equivalent. Pass or Fail 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.*

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.*

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 frequently.*

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 230, 250, or 260, or permission of instructor. Offered every two years.*

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 230, 250, or 260, or permission of instructor. Offered every two years.*

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 230, 250, or 260 or permission of instructor. Offered every two years.*

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 230, 250, or 260 or permission of instructor. Offered every two years.*

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 230, 250, or 260, or permission of instructor. Offered every two years.*

311 Chinese Thought: From the Dao to Mao In this modern Chinese language course students improve reading, writing, listening, and speaking skills through an exploration of sources related to Chinese thought. Sources are drawn from Confucian, Daoist, and

Buddhist texts as well as those produced by modern political and intellectual movements. 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 230, 250, or 260, or permission of instructor. Offered every two years.*

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 occasionally.*

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 occasionally.*

301 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: JAPN 202 or permission of instructor. Offered Fall term only.*

311 Communicative Japanese: The Harmony of Writing and Speaking This course is designed for students who wish to further improve their language skills in all areas: oral, aural, reading, and writing. The first half of the semester places special emphasis on writing and the second half of the semester on speaking, so that students will further develop their proficiency in these two areas as a preparation for advanced level courses. The course goal is to enable students to obtain intermediate to high intermediate level communication skills in both written and spoken Japanese. Students will be trained to write letters, messages, resumes, 2-4 pages long compositions, reports, speeches, and to carry on longer and more natural conversations and participate in group discussion in Japanese. *Prerequisite: JAPN 301 or equivalent. Offered each Spring.*

325 Shibuya Scramble Crossing: Developing Listening Skill Through TV Drama This course is designed to further advance high intermediate Japanese learners' listening skills and to improve their vocabulary, sentence patterns and expressions as well as deepen their understanding of Japanese culture. Students explore contemporary Japanese

usage and culture through Japanese TV dramas including animation and everyday listening materials. Although the focus is on listening, exposure to authentic Japanese materials will enhance students' communicative competence in their four language skills (speaking, listening, reading and writing). *Prerequisite: JAPN 311 with a minimum course grade of C- or equivalent. Offered every other year.*

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: JAPN 311 with a minimum grade of C- or equivalent. Offered every other year.*

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 311 or equivalent. Offered every other year.*

385 Not Lost in Translation: English to Japanese Translation This course is designed to develop high intermediate level translation skills from English to Japanese. Students have an overview of the considerations that the translator should take into account when approaching texts. Particular attention is paid to understanding the sentence structural differences between English and Japanese, cross-cultural differences in stylistics, making the appropriate choice of words and phrases, and further advancing students' expressions in the Japanese language. Although the focus is on acquiring translation skills, exposure to authentic Japanese materials enhances students' communicative competence in their four language skills (speaking, listening, reading, and writing) as well as deepen their understanding of Japanese culture. *Prerequisite: JAPN 311 with a minimum course grade of C- or equivalent. Offered every other year.*

ASIAN STUDIES

Director: Nick Kontogeorgopoulos, *International Political Economy*

Advisory Committee: Gareth Barkin, *Sociology and Anthropology*; Yige Dong, *International Political Economy*; Karl Fields, *Politics and Government*; Denise Glover, *Sociology and Anthropology*; Zaixin Hong, *Art and Art History*; Priti Joshi, *English*; Nick Kontogeorgopoulos, *International Political Economy*; Sunil Kukreja, *Sociology and Anthropology*; Hajung Lee, *Religious Studies*; Jan Leuchtenberger, *Asian Studies*; Mengjun Li, *Asian Languages and Cultures (on leave 2019-2020)*; Mikiko Ludden, *Asian Languages and Cultures*; Jennifer Neighbors, *History*; Lo Sun Perry, *Asian Languages and Cultures*; Stuart Smithers, *Religious Studies (on leave fall 2019)*; Jonathan Stockdale, *Religious Studies*

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. 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. 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. In the subsidiary program of Asian Languages and Cultures (see below), students may major or minor in Chinese or Japanese. The program also offers the university's unique Pacific Rim Study Abroad Program (see below).

The Asian Studies Program offers an Interdisciplinary Minor in Asian Studies. Students in the minor who demonstrate academic excellence and complete a one-semester senior thesis will achieve the added designation of Robert Trimble Distinguished Asia Scholar.

Students who graduate with the Interdisciplinary Minor in Asian Studies will be able to:

1. Demonstrate familiarity with the cultural traditions and contemporary societies of Asia, and understand those cultures and societies within the Asian and world contexts;
2. Analyze, understand, and discuss coherently difficult texts about those Asian cultures and societies;
3. Formulate abstract ideas and write logically and clearly in English about those Asian cultures;
4. Make informed judgments about a world of many cultures and about their own society as viewed by others.

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 draws on the broad range of culture courses offered by the Asian Studies faculty. The program offers two majors and two minors, as well as Chinese and Japanese literature courses that fulfill requirements toward the Asian Studies Minor, and language courses that meet the university's foreign language requirement. For information on major requirements, see the Asian Languages and Cultures section of this bulletin.

PacRim Program

The Pacific Rim Study Abroad Program (PacRim) is scheduled every three years (next in Asia 2020–2021), and offers a full academic year of courses taught at different locations in Asia. Students participate in the program through a process of formal application. Participants prepare in advance of the scheduled study-travel year by passing specified prerequisite courses in the Asian Studies Program.

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 continuing upper division students seeking the Asian Studies Minor or majoring in Japanese or Chinese, and Trimble scholarship grants for study abroad in Asia. Furthermore, the program provides a context for the Miki Fellowship for a post-graduate year in Japan and offers a postgraduate English-instructorship at Hwa Nan Women's College in Fuzhou, China. For students seeking to become Robert Trimble Distinguished Asia Scholars (described below), 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

Asian Studies Minor. Several courses in the Asian Studies program are options in the core curriculum (in Artistic 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 some upper level courses have prerequisites, as indicated in departmental listings).

Requirements for the Minor

To qualify for the Asian Studies Minor, a student must meet the requirements specified below. While students self-select their participation in the Asian Studies Program through declaration of the Minor with the Academic Advising office, each student seeking the Minor 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.

Minor in Asian Studies

The Asian Studies minor consists of five units, of which four are elective courses. Of the four electives two must be from the Humanities and two from the Social Sciences. One of the four elective courses must also be a core course chosen from a designated list. Detailed requirements are:

1. A total of four elective Asian Studies courses, two of which must be in the Social Sciences, and two in the Humanities.
2. Among these four electives, one must be a core course chosen from those listed below:
 - a. ALC 205 Great Books of China and Japan (Humanities)
 - b. ARTH 278 Survey of Asian Art (Humanities)
 - c. PG 323 Asian Political Systems (Social Science)
 - d. IPE 333 Political Economy of Southeast Asia (Social Science)
3. Asia 344.
4. No more than two electives can be used to fulfill the requirements of a major or another minor.
5. At least two of the four elective courses must be taken at the 300 or 400 level.
6. Good academic standing upon entering the program, overall GPA in the program of 2.5 or above, and grades of C- or better in all program courses (no Pass/Fail).
7. Upon approval of the Asian Studies Program Director, students may complete up to two of the required units of study for the minor when enrolled in a study abroad program in Asia.

Students pursuing the Asian Studies minor are encouraged, but not required, to participate in experiences such as internships, international work and study, or field research in Asia.

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

Humanities Elective Courses in Asian Studies:

- ALC 205 Great Books of China and Japan (core course)
- ALC 215 Stories of the Strange: From Fox Spirits to the Monkey King in Chinese Literature
- ALC 225 Visualized Fiction: Cinematic Adaptations of Traditional Chinese Literature
- ALC 310 Death and Desire in Premodern Japanese Literature
- ALC 320 Self and Society in Modern Japanese Literature
- ALC 325 Chinese Cinema: Ideology and the Box Office
- ALC 330 Writing the Margins in Contemporary Japanese Literature
- ALC 345 Revenge and Retribution in Chinese Literature
- ARTH 278 Survey of Asian Art (core course)

- ARTH 367 Chinese Art
- ARTH 368 Japanese Art
- ARTH 369 Twentieth-Century Chinese Art
- ARTH 370 Buddhist Art
- ARTH 371 East Asian Calligraphy
- ENGL 356 Bollywood Film
- ENGL 361 South Asian Fiction
- HIST 245 Chinese Civilization
- HIST 248 History of Japan: 1600 to Present
- HIST 343 Law, Society, and Justice in China
- HIST 344 Resistance, Rebellion, and Revolution in China, 1800 to the Present
- HIST 349 Women of East Asia
- HUM 330 Tao and Landscape Art
- HUM 335 Japan and the Dutch: A Cross-Cultural Visual Dialogue 1600-2000
- PHIL 311 Classical Chinese Philosophy
- REL 208 Yoga and the Ascetic Imperative
- REL 231 Korean Religions and Culture
- REL 233 Japanese Religious Traditions
- REL 234 Chinese Religious Traditions
- REL 300 Japanimals: Power, Knowledge, and Spirituality at the Intersection of Species
- 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

Social Science Elective Courses in Asian Studies:

- BUS 471 Business in Asia
- BUS 474 Business in India and South Asia
- CONN 395 China and Latin America: A New Era of Transpacific Relations
- IPE 323 Tourism and the Global Order (cross-listed as SOAN 323)
- IPE 333 Political Economy of Southeast Asia (core course)
- IPE 388 Exploring the Chinese Economy
- IPE 350 Gender and Sexuality in China
- IPE 355 Postcolonialism, Revolutions, and Global Capitalism: Feminist Inquiries from Asian Perspectives
- PG 323 Asian Political Systems (core course)
- PG 372 Japanese Political Economy
- PG 378 Chinese Political Economy
- SOAN 225 Asian Medical Systems
- SOAN 312 Indonesia and Southeast Asia in Cultural Context
- SOAN 335 Third World Perspectives
- SOAN 380 Muslim Cultures and Communities
- SOAN 416 Modern India and Diaspora

Robert Trimble Distinguished Asia Scholar

To qualify as a Robert Trimble Distinguished Asia Scholar, a student must meet the following requirements:

1. All requirements, as listed above, for the Asian Studies minor;
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 Religious Studies);
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).

Pacific Rim Study Abroad Program Prerequisites

PacRim students must enroll and participate in ASIA 401, a Fall semester 0.25 orientation course, and ASIA 402, a full-unit preparation course taken by all PacRim students in the Spring semester before the travel year. PacRim students must also ensure that they have taken one additional prerequisite course beyond ASIA 401 and 402. This additional prerequisite course can be an Asian foreign language course (not including Arabic), or any course that counts towards the Asian Studies Minor (including ALC courses).

By completing all requirements for the PacRim Program, PacRim students will have fulfilled most requirements for the Asian Studies Minor or the Robert Trimble Distinguished Asia Scholar distinction.

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 10.

Seminars in Scholarly Inquiry See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 10). *Seminars in Scholarly Inquiry do not count toward the Asian Studies Minor or the Robert Trimble Distinguished Asia Scholar distinction.*

- SSI1 129 Mao’s China: A Country in Revolution**
- SSI1 130 Chinese Popular Stories to Awaken the World**
- SSI1 145 Anime Bodies: Metamorphoses and Identity**
- SSI2 157 Chinese Painting in the West**
- SSI2 168 Zen Insights and Oversights**

Connections courses. See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 24).

- ASIA 344 Asia in Motion**
- HUM 330 Tao and Landscape Art**
- HUM 335 Japan and the Dutch: A Cross-Cultural Visual Dialogue 1600-2000**

Arabic

Note: Arabic courses will not apply to the Asian Studies Minor.

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 Minor.

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 Minor.*

201 Modern Intermediate Arabic This course is designed for students who have completed two semesters of ARAB 101 and 102. The overall aim of this course is the enhancement of the fundamental skills acquired in Elementary Arabic, namely; the ability to read, write, speak, and understand the language. The approach for this course will be essentially communicative; therefore the focus will remain on writing,

reading, speaking, and listening, as well as gaining further insight into the cultural and social complexion of the Arabic speaking world.

202 Intermediate Arabic This course is designed for students who have completed ARAB 201. The overall aim of the course is the enhancement of the fundamental skills acquired in Elementary Arabic; namely, the ability to read, write, speak, and understand the language. The approach for this course is essentially communicative, therefore, the focus remains on writing, reading, speaking, and listening, as well as on gaining further insight into the cultural and social complexion of the Arabic-speaking world. *Prerequisite: ARAB 201.*

Asian Studies

200 Malaysian Cultures and Traditions .25 unit Malaysian Cultures and Traditions is an introduction to the cultures, traditions, and people of Malaysia. The course aims to teach students about the diverse ethnicities that currently exist in Malaysia. Each ethnicity’s unique and distinctive culture and tradition will be introduced to students. Basic communicative Malay language necessary for transactional purposes is integrated into the course. This course is designed for students who have no prior knowledge of Malaysia and is suitable for students who intend to study abroad in Malaysia or have an interest to learn the culture and traditions of Malaysia. *Offered occasionally.*

344 Asia in Motion This course explores the interactions of Asian peoples and 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. *Satisfies the Knowledge, Identity, and Power graduation requirement. Satisfies the Connections core requirement.*

345 Reflective Analysis of Southeast Asian Experiential Field School .25 unit This course is designed to allow students returning from experiential field schools in Southeast Asia to reflect on their field experiences in the region, to work collaboratively on projects related to those field experiences, and to present their projects at the annual Luce Initiative on Asian Studies and the Environment (LIASE) Southeast Asia Symposium. *Prerequisite: instructor permission required. Offered occasionally.*

401 PacRim Orientation .25 unit This course provides preparation and pre-trip orientation for students selected to participate in the PacRim Program. This course is the first part of a two-course sequence required for PacRim students: in the Spring semester of the year prior to studying and traveling in Asia, PacRim students will also enroll in ASIA 402, a full unit course aimed at providing a shared academic foundation for coursework on PacRim. Asia 401 will begin to prepare students to participate in PacRim by ensuring that sufficient time and attention are devoted to important logistical, academic, and inter-personal issues. *Prerequisite: acceptance into PacRim program. Offered every three years.*

402 Innocents Abroad: A PacRim Preparation Course The purpose of this course is to prepare students for the year of study and travel in Asia. The focus of this course is primarily on academic preparation for the study-travel year in Asia, but will also include some practical matters. Because PacRim welcomes and encourages students from a variety of majors and with varying background on Asia, this course

serves to ensure that all students on the trip have a shared foundation for course-work on PacRim, most especially preparing students for ASIA 495, the Independent Experiential Learning Project. This course is required for all students participating in the PacRim Program and serves as one of the two Asian Studies pre-requisite courses required of PacRim students. *Prerequisite: acceptance into PacRim program. Offered every three years.*

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 Minor 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. Alternatively, a student may meet the one-semester thesis requirement for the Distinguished Asia Scholar distinction in Asian Studies by an approved research seminar in a department participating in the Asian Studies Program.

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. *Prerequisite: junior standing, a contract with a supervising professor, and department approval.*

Hindi

101 Elementary Hindi Hindi is spoken by over 500 million people and understood by many more as a second language in South Asia and in the Diaspora worldwide. It is one of the most widely spoken languages in the world. Though not the only language of India, Hindi can be key to accessing non-English spaces all over the Subcontinent and can offer preliminary access to the Urdu-speaking communities and history of India and Pakistan. HINDI 101 is an introduction to this vibrant language, introducing all four major language skills (writing, reading, speaking, and listening) over the course of the semester. This course balances the theoretical learning of language (grammar, etc.) with practical communicative skills that give a solid foundation for further language learning and navigating South Asia as an academic and professional. This course is designed to be taken in conjunction with HINDI 102. *Offered occasionally.*

102 Elementary Hindi Hindi is spoken by over 500 million people and understood by many more as a second language in South Asia and in the Diaspora world-wide. It is one of the most widely spoken languages in the world. Though not the only language of India, Hindi can be your key to accessing non-English spaces all over the Subcontinent and can offer preliminary access to the Urdu-speaking communities and history of India and Pakistan. HINDI 102 is a continued introduction to this vibrant language, introducing all four major language skills (writing, reading, speaking, and listening) over the course of the semester. This course balances the theoretical learning of language (grammar, etc.) with practical communicative skills that give a solid foundation for further language learning and navigating South Asia as an academic and professional. This course is designed to be taken in conjunction with HINDI 101. *Offered occasionally.*

Indonesian

101 Beginning Indonesian This course introduces students to the Indonesian language. It is intended for novice to basic level students with little or no prior knowledge of Indonesian language. This course focuses on basic language skills including speaking, reading, listening, and writing. Students learn the Indonesian alphabet, basic grammar, conversation

style, and engage in task-based activities set in real-life situations, while gaining an understanding of the cultural contexts in which the language is spoken. Students read and write using the Indonesian alphabet and basic grammatical structures in simple sentences, speak and understand short dialogs, introduce themselves and others, describe family relations, give directions, discuss an itinerary, describe an illness, and describe a set of chronological events. *Offered occasionally.*

102 Beginning Indonesian This course is intended for intermediate level students with prior level students with prior knowledge of basic Indonesian grammar and vocabulary. This course focuses on basic language skills including speaking, reading, listening, and writing. Students learn to write in longer and more complex ways, including short stories, engage in task-based activities mirroring real-life situations, while gaining an understanding of the cultural contexts in which the language is spoken. Students learn to listen and understand short dialogs, news stories, and video clips, while gaining proficiency in using small talk to start a conversation, speaking on behalf of a group, talking about the climate and weather, hobbies and entertainment, culture and tradition, as well as discussing the latest news. *Prerequisite: INDO 101 or instructor permission. Offered occasionally.*

Thai

101 Elementary Thai This course is an introduction to spoken and written Thai, and is designed for students with no prior knowledge of Thai. The course emphasizes the development of comprehension skills, spoken language competence, and elementary reading and writing skills. By the end of the course, students should be able to carry on a simple conversation in Thai, read Thai words with correct pronunciation, and write words and phrases in Thai. This course satisfies the university foreign language requirement and the language requirement in the Asian Studies Emphasis. *Offered occasionally.*

102 Elementary Thai This course continues the introduction to spoken and written Thai, and is designed for students who have completed THAI 101. The course emphasizes the development of comprehension skills, spoken language competence, and elementary reading and writing skills. By the end of the course, students should be able to carry on a simple conversation in Thai, read Thai words with correct pronunciation, and write words and phrases in Thai. This course satisfies the university foreign language requirement and the language requirement in the Asian Studies Emphasis. *Prerequisite: THAI 101 or instructor permission. Offered occasionally.*

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 (Asian Studies Minor core course and Humanistic Approaches Core)
- ALC 215 Stories of the Strange: From Fox Spirits to the Monkey King in Chinese Literature (Humanistic Approaches Core)
- ALC 225 Visualized Fiction: Cinematic Adaptations of Traditional Chinese Literature (Humanistic Approaches Core)
- ALC 310 Death and Desire in Premodern Japanese Literature (Humanistic Approaches Core)
- ALC 320 Self and Society in Modern Japanese Literature (Humanistic Approaches Core)
- ALC 325 Chinese Cinema: Ideology and the Box Office (Humanistic Approaches Core)
- ALC 330 Writing the Margins in Contemporary Japanese Literature (Humanistic Approaches Core)

ALC 345 Revenge and Retribution in Chinese Literature
(Humanistic Approaches Core)
CHIN 101/102 First Year Chinese
CHIN 201/202 Second Year Chinese
CHIN 216 Chinese Corner: Conversation
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
CHIN 309 Phoenix Claws and Lion's Head: Food and Chinese
Culture
CHIN 311 Chinese Thought: From the Dao to Mao
JAPN 101/102 First Year Japanese
JAPN 201/202 Second Year Japanese
JAPN 230 Kanji in Context
JAPN 250 Popular Culture and Society
JAPN 301 Third Year Japanese
JAPN 311 Communicative Japanese: The Harmony of Writing and
Speaking
JAPN 325 Shibuya Scramble Crossing: Developing Listening Skill
Through TV Drama
JAPN 360 Japanese through Fiction and Film
JAPN 380 Reading Modern Japanese Prose
JAPN 385 Not Lost in Translation: English to Japanese Translation

BIOCHEMISTRY

Students interested in a degree in Biochemistry should consult the Chemistry section in this *Bulletin*.

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

BIOETHICS

Director: Suzanne Holland, *John B. Magee Professor of Science & Values, Religious Studies and Honors*

Advisory Committee: Greg Johnson, *Biology*; Kristin Johnson, *Science, Technology, & Society*; Jung Kim, *Exercise Science*; Hajung Lee, *Religious Studies*; Sam Liao, *Philosophy*; Siddharth Ramakrishnan, *Biology/Neuroscience (on leave 2019-2020)*; Leslie Saucedo, *Biology (on leave 2019-2020)*; Ariela Tubert, *Philosophy (on leave spring 2020)*.

About the Program

The interdisciplinary Bioethics Program (BIOE) is unique at Puget Sound, and rare among liberal arts colleges. This program encompasses work in the fields of biology, natural science, neuroscience, religion, philosophy, literature, sociology, psychology, politics, economics, and business. It enables students to study topics at the intersection of the life sciences and the humanities (broadly conceived) such as: regenerative medicine and human stem cell research, global health, race, culture, gender and health care, human and animal experimentation, genetic screening and gene therapy, human population growth, genetics, embryology, reproduction, death and dying, disability studies, neuroscience, and animal rights. The program prepares students for analyzing and understanding the ethical, social, cultural and historical dimensions of problems at

the nexus of these topics. Faculty drawn from several disciplines and departments provide the unique interdisciplinary perspective that is the hallmark of this concentration.

The Bioethics Program at Puget Sound helps students to analyze, understand, and integrate the challenging issues facing society as a result of advances in medicine, health and science. In keeping with its interdisciplinary nature, the Bioethics Program highlights the following University of Puget Sound curricular goals: *An understanding of the interrelationship of knowledge; familiarity with diverse fields of knowledge; the ability to think logically and analytically; the ability to communicate clearly and effectively, both orally and in writing; informed appreciation of self and others as part of a broader humanity in the world environment; an acknowledged set of personal values.*

The Bioethics Program helps to prepare students for a broad range of future careers or advanced study in medicine and the health professions, the sciences, research, teaching, law, journalism, public policy, environmental health, hospital chaplaincy, biotechnology, social work, clinical ethics consultation, genetic counseling, and Master's programs in Bioethics or Public Health. Students who successfully complete the program receive a designation on the transcript of "Emphasis in Bioethics."

Requirements for the Interdisciplinary Emphasis in Bioethics

Completion of six units to include:

- A. One unit of BIOL 101, 102, or 111 (these courses can satisfy the Natural Scientific Core requirement), or the AP equivalent.
- B. BIOE/REL 292 or BIOE/PHIL 292.
- C. Three elective units distributed as follows: Scientific (up to 1 course), Ethical (up to 2 courses), and Humanities & Social Sciences (up to 2 courses).
- D. BIOE 400 Bioethics Integration Seminar.

Scientific

BIOL 212 Cell Biology
BIOL 213 Genetics
BIOL 362 Nanobiology
BIOL 370 Conservation Biology
BIOL 375 Developmental Biology
BIOL 404 Molecular Biology
CONN 410 Science and Economics of Climate Change
EXSC 424 Neuroplasticity
NRSC 201 Foundations of Neuroscience
NRSC 450 Seminar in Neuroscience
PSYC 312 Applied Psychological Measurement
PSYC 320 Psychological Disorders
PSYC 371 Cognition and Aging

Ethical

BIOE 350 Clinical Bioethics
BIOE 392 Practicum: Clinical Bioethics
CONN 393 The Cognitive Foundations of Morality and Religion*
PHIL 105 Neuroethics and Human Enhancement
PHIL 250 Moral Philosophy
PHIL 285 Environmental Ethics
PHIL 370 Social and Political Philosophy
PHIL 378 Philosophy of Law
REL 265 Thinking Ethically
REL 320 Reproductive Ethics
STS 333 Evolution and Ethics*

Humanities & Social Sciences

BUS 478 Environmental Law
 COMM 252 Health Communication Campaigns
 CONN 320 Health and Medicine*
 CONN 357 Animal Minds*
 CONN 387 Never-Never Land*
 CONN 478 Animals, Law, and Society*
 ECON 225 Environmental and Natural Resource Economics
 ENGL 348 Illness and Narrative: Discourses of Disease
 ENGL 374 Literature and the Environment
 IPE 331 The International Political Economy of Food and Agriculture
 IPE 389 Global Struggles over Intellectual Property*
 PHIL 230 Philosophy of Mind
 PHIL 389 Race & Philosophy
 PHIL 390 Gender & Philosophy
 REL 204 Religions of the Book
 SOAN 225 Asian Medical Systems
 SOAN 360 Sociology of Health and Medicine
 SOAN 365 Global Health
 SOAN 370 Disability, Identity, and Power
 STS 318 Science and Gender*
 STS 330 Evolution and Society Since Darwin*
 STS 366 History of Medicine
 STS 375 Science and Politics*

* Can also satisfy the Connections core requirement.

For complete descriptions of the elective courses, please consult the relevant departments in which these courses appear.

Notes

1. BIOE/REL 292 or BIOE/PHIL 292 is a prerequisite for BIOE 392 and 400.
2. Students who study abroad may apply one approved course toward the elective requirement unless an exception is granted by the Program Director.

Course Offerings

272 Public Health Ethics This course is an introduction to public health ethics in health policy and bioethics. It explores a broad spectrum of legal and public health contexts to demonstrate how religious and cultural factors affect health. Students analyze religion and culture as social determinants of health in various case studies. Case studies range from tobacco control laws to public health in religious communities. Course topics include vaccination, HIV/AIDS, sex education, racism and health, recreational use of marijuana, health of refugees, genetically modified organisms, drug pricing, gene patenting, PTSD, food policy, tobacco control, alternative medicine, and experiences with spirituality and healing. The class design utilizes a participatory, student-centered approach to classroom learning. Course materials include religious literature, legal cases, and public health literature. *Cross-listed with REL 272.*

292 Basics of Bioethics (Version cross-listed as REL 292.) This course is an examination of Western philosophical and religious understandings of moral issues brought on by advances in health care, science and technology. In this course, students will learn the “Principles approach” to bioethics, as well as other ethical approaches to the difficult moral issues raised by contemporary medical science and its clinical applications. To that end, case analysis will be used extensively in this course. The course is designed to help facilitate connections for students between medical/scientific advances, ethics, religious values, and American public policy about technology and health care. Each class session will alternate between the-

oretical and medical/scientific considerations, and the concreteness of bioethical case analyses. *Cross-listed as REL 292. Students may not receive credit for both BIOE/REL 292 and BIOE/PHIL 292. Offered frequently.*

292 Basics of Bioethics (Version cross-listed as PHIL 292.) This course is an examination of Western philosophical understandings of moral issues brought on by advances in health care, science and technology. In this course, students will learn the “Principles approach” to bioethics, as well as other ethical approaches to the difficult moral issues raised by contemporary medical science and its clinical applications. *Cross-listed as PHIL 292. Students may not receive credit for both BIOE/PHIL 292 and BIOE/REL 292. Offered frequently.*

350 Clinical Bioethics BIOE 350 is an application of ethical principles and philosophical reasoning in the health care setting. The application of medical ethics to clinical situations goes beyond following standards of practice. This course will focus on clinical ethics and explore how it differentiates from the larger field of bioethics. This course will teach students to apply the foundational concepts of bioethics to a variety of real health care situations. Students will learn to think through and discuss the unique features presented by different health care settings. The course will familiarize students with the common responsibilities of a clinical ethicist including: consultation, education, and policy review/development. Students will analyze real clinical ethics cases, utilizing the four principles and the four-box method. This course will also focus on an exploration of health policy and its development, emphasizing social justice and human rights as providing the moral and ethical bases of policy. *Offered every other year.*

392 Practicum: Clinical Bioethics This course is an experiential learning course that focuses on the practical application of ethical principles and philosophical reasoning in a clinical health care setting. This course provides the opportunity for students to learn how to identify ethical issues and properly to address them in the clinical setting, as well as to learn the practical approach to real-life clinical issues. Students split time between the classroom and the on-site hospital setting, taking information learned in different clinical settings and learning how to work through ethics issues. Students also learn typical duties of a clinical bioethicist including: consultations, education, and policy development/review. Prerequisite: BIOE/REL 292 or BIOE/PHIL 292 and permission of instructor. Course alternates between on-campus and off-campus locations each week. *Offered every other year.*

400 Bioethics Integration Seminar This is the capstone course required of all students who aim to attain the interdisciplinary curricular designation of Emphasis in Bioethics. In this senior seminar students pull together the ethical implications of the courses they have taken toward the BIOE designation. Students individually or collaboratively examine a bioethical case issue from the variety of disciplinary perspectives that comprise the program in an attempt to understand the full complexity of the issue. The course rotates among Bioethics core faculty from different disciplines, who help model for students the challenges and promises of cross-disciplinary integration on particular issues of relevance. The following themes serve as semester-long focal points depending on which of the core faculty is teaching the course in any given year: Moral Philosophy, Ethics of Research, Narrative Medicine, Health Inequalities, Patient/Physician Interactions, Animal Models in Science & Art, Emerging Technologies in Science & Ethics. *Prerequisite: BIOE/REL 292 or BIOE/PHIL 292. Offered frequently.*

BIOLOGY

Professor: Alyce DeMarais; Joel Elliott; Susannah Hannaford (on leave fall 2019); Andreas Madlung, *Chair*; Leslie Saucedo (on leave 2019-2020); Alexa Tullis; Stacey Weiss, *William L. McCormick Professor of Natural Sciences*; Peter Wimberger, *Director, Slater Museum of Natural History*

Associate Professor: Peter Hodum; Mark Martin; Siddharth Ramakrishnan (on leave 2019-2020), *Jennie M. Caruthers Chair in Neuroscience*

Associate Professor: Bryan Thines

Assistant Professor: Oscar Sosa; Carrie Woods

Visiting Assistant Professor: Gregory Johnson; David Sultemeier; Mallorie Taylor-Teeples

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 majors can be used as preparation for graduate school or professional careers in technical fields, the health sciences and education.

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 instruction in the techniques of electron and confocal microscopy and their 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, faculty, and staff at the University of Puget Sound but also the entire Northwest region as a resource for teaching and 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;
 - Engaging in quantitative analysis, graphing of data and the use of statistics in data evaluation;
3. Work comfortably, safely, and in an environmentally responsible manner with an 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 15 units of Biology and supporting courses to include:

1. Biology core courses: BIOL 111, 112, 211, 212, 213 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. Two additional units from the following: One unit from BIOL 312 or higher; CHEM 251 or higher; CSCI 141 or higher, EXSC 222; GEOL 101 or higher; MATH 150 or higher; NRSC 201, 350; 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, 213, 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 260 may substitute for MATH 181
6. Two units of analytical science from the following: BIOL 231 or CHEM 231; PHYS 111/112 or 121/122; MATH 150 or higher; CSCI 141 or higher;

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, 213) 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

- The following courses do not satisfy major or minor requirements: BIOL 101, 102, 201, 205, 398, 498, or 499; INTN 497.
- 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.
- 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 (201), Introduction to Biological Research (392), and either one unit of Senior Thesis (491) 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.
- 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.
- Majors who wish to obtain secondary-level teaching certification may do so by satisfying the M.A.T. requirements of the School of Education. Details and requirements may be obtained from the School of Education.
- 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, 205, 398) cannot be applied towards the Biology majors or minor.
- 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.
- 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.
- At least two of the Biology electives and one of the Molecular and Cellular Biology electives must be completed on the Puget Sound campus.
- 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 10).

SSI1/SSI2 110 Examining Dogs Through the Lens of Science
SSI2 159 Evolution for All
SSI1 165 Never Really Alone: Symbiosis and Parasitism Around and Within Us

Other courses offered by Biology Department 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 Connections core requirement.

CONN 307 Hooch: The Natural and Social Science of Liquor

Satisfies the Connections core requirement.

CONN 313 Biomimicry and Bioart

Satisfies the Connections core requirement.

ENVR 202 Tools in Environmental Science

ENVR 203 Topics in Environmental Science

ENVR 335 Thinking about Biodiversity

Satisfies the Connections core requirement.

ENVR 400 Senior Seminar in Environmental Studies

STS 302 Cancer and Society

Satisfies the Connections core requirement.

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. 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. 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.*

102 Evolution and Biology of Sex This course introduces students to important biological concepts and approaches of study, and applies them to questions about sexual reproduction. Topics include: scientific inquiry, evolution, the central dogma of molecular biology, basic genetics and inheritance, development, behavioral ecology, and population growth. The course takes a decidedly comparative approach, utilizing information from many different species, including humans. *Laboratory is required. Satisfies the Natural Scientific Approaches core.*

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: none, BIOL 111 recommended. 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 term only.*

205 Natural History Museum Docent 0.25 activity unit This course is designed to provide a general overview of natural history museum practices that support the main functions of these institutions: research and education. Natural history museums are invaluable archives of Earth's biodiversity and were the primary locus for biological research in the 18th and 19th centuries. The vast collections of specimens in natural history museums provide a temporal and geographic record of life unmatched by written or illustrated accounts. They document variation—the foundation of evolution—in time and space and allow biologists to make comparisons that are difficult or impossible to observe in the field. Students learn about the resources housed in the Slater Museum of Natural History and be trained as Docents, learning and developing stories, providing tours, staffing open hours and Nights at the Museum and teaching museum curricula in K-12 schools. *Offered occasionally.*

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.*

213 Genetics This course introduces students to the principles of classical and modern genetics. The laboratory illustrates major concepts in genetics through directed inquiry experiments. *Prerequisite: BIOL 111; one year of college chemistry. Offered each semester.*

231 Biostatistics 0.5 unit This course introduces MCB majors who did not take Bio 211 (General Ecology) to important statistical concepts, experimental design, and data analysis tools that are covered in Bio 211. Topics of study include: Introduction to the software R and RStudio, and introduction to basic statistical tests and data analysis and graphing using R and Excel. This course is not open to students who have taken Bio 211. This half-unit course is billed as a quarter unit. *Prerequisite: BIOL 111 or AP credit.*

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 and a reflective summary of the research experience 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.*

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 212; one year of college chemistry; BIOL 112 recommended. Offered spring term only.*

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, and one year college chemistry; and one of the following: BIOL 211, 231, MATH 160, MATH 260, or permission of the instructor. Offered fall term only.*

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 112; 211 recommended. Offered occasionally.*

350 Microbiology Microbiology is the biology of two of the three Domains of life (the bacteria, the archaea, and the viruses of both) as opposed to eukaryotic organisms. This course explores three aspects of microbiology—diversity, ecology, and interactions with other organisms (including pathogen/host relationships in medical microbiology and more mutualistic associations such as symbioses). A term paper exploring the natural history of a particular microbe or related topic is required for this course. The laboratory includes basic microbiological techniques, classic experiments, and introduces current paradigm shifts in microbiology, including sociomicrobiology, microbial genomics, quorum sensing, and biofilms. Student teams carry out and write a report on an independent lab project of their own design. Students also read and discuss “cutting edge” journal articles showcasing recent advances in microbiology, and present those papers to their peers. *Prerequisite: BIOL 212, one year college chemistry, and CHEM 250. Offered each year.*

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 112 or 213.*

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 212; one year college chemistry and CHEM 250; BIOL 213 recommended. Offered Spring term.*

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; and either CHEM 110/115 or PHYS 111/121. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered occasionally.*

363 Biophysics This course explores the principles of physics applied to living systems. Topics include diffusion, hydrodynamics and the low Reynolds-number world, importance of entropy and free energy, entropic forces, molecular machines, membranes, and nerve impulses. Written and oral scientific communication is emphasized. This course is appropriate for junior or senior undergraduates in the sciences, particularly physics and biology. No specialized knowledge of biology or physics is expected, but a facility with algebraic manipulations and a working knowledge of calculus is needed. Crosslisted with PHYS 363. *Prerequisites: Math 180 and either Physics 111 or 121 are required, as is either Biology 212 or a previous 300-level course in biology or physics, or permission of instructor. Offered frequently.*

364 Marine Invertebrate Zoology Marine Invertebrate Zoology takes advantage of the rich marine biota of the Salish Sea to introduce students to the principles of animal organization and biodiversity. Emphasis is placed on homology and convergence, diversity and complexity, and is presented in a phylogenetic and ecological context through the study of form and function of living and preserved specimens. In addition to the basics of invertebrate anatomy, development, ecology and evolution, this course includes analysis of evolutionary changes and discussion of the fossil record. The course includes a laboratory component offering hands-on experience working with marine invertebrates from the DNA to the whole organism level. *Prerequisite: BIOL 112; BIOL 111 recommended.*

365 Applied Bioinformatics This course introduces students to the principles and practical applications of bioinformatics in the analysis of genomic data. Students learn how to use bioinformatics software to evaluate and analyze genomic data to answer questions in molecular and evolutionary genetics. *Prerequisite: BIOL 213. Offered frequently.*

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 fall term only.*

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 212; one year of college chemistry. Offered occasionally.*

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 213 recommended. Offered frequently.*

376 One: Our Symbiotic Planet This course is designed for juniors and seniors interested in learning more about the diversity, depth, and breadth of associations between organisms. Such associations and their study range from mutualism to parasitism, from viruses to cetaceans, from biochemical to ecological approaches. The first part of the course explores the history and paradigms in the study of symbioses, using specific case studies and journal articles. The second part of the course involves critical analysis of current peer reviewed journal articles by experts in the field, who will "tele-visit" the classroom to discuss their work with students. Finally, there are individual and group projects exploring a student-chosen specific association of particular interest. There is no laboratory associated with this course. *Offered occasionally.*

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 211. Offered occasionally.*

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 112. Offered occasionally.*

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. Offered frequently.*

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, a reflective summary of the research experience, 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. Open to second and third year students. This half-unit course is billed as a quarter unit. *Prerequisite: Biology majors: BIOL 211, 212 (may be taken concurrently); MCB majors: BIOL 212; or by permission of instructor. Offered spring term only.*

395 The History, Utility, and Practices of Natural History Museums

0.5 unit. This course is designed to provide a general overview of natural history museum uses and practices. Natural history museums were the primary locus for biological research in the 18th and 19th centuries. They represent invaluable archives of Earth's biodiversity; their vast collections of specimens provide a temporal and geographic record of life unmatched by written or illustrated accounts. They document variation—the foundation of evolution—in time and space and allow biologists to make comparisons that are difficult or impossible to observe in the field. Natural history museums are an incredible resource for researchers with interests in evolution, ecology, zoology, botany and environmental change. They are phenomenal venues for teaching and engaging students ranging from young children to senior citizens. And they are sources of inspiration for scientists and artists. In this course students learn the history of natural history collections, engage in the practices of natural history museums, learn the myriad ways that natural specimens have been used in research, and do an independent project. *Offered occasionally.*

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 each 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 212 and 213; one year of college chemistry. Offered each semester.*

411 Advanced Ecology This course provides an in-depth examination of major ecological fields, including ecophysiology, island biogeography, community ecology, and ecosystem ecology. Current ecological research is used to introduce major concepts and methods, foster critical thinking and discussion, and to introduce issues of experimental design and analysis and different approaches to ecology. This course enhances skills that are critical for ecologists including written and oral communication skills, quantitative and programming skills. *Prerequisite: BIOL 112 and 211. Offered frequently.*

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 212; one year of college chemistry; junior or senior standing; permission of instructor. Offered frequently.*

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 212, 213; one year of college chemistry. Offered occasionally.*

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 211. Offered frequently.*

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 211; GEOL 105 recommended. Offered fall term 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, a reflective summary of the research experience, 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 carry out research, write a thesis, and present a public seminar on their research. The research effort is typically based on a research proposal written by the student. Details and application forms can be obtained from the faculty research advisor or department administrative assistant. *Prerequisite: 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.

SCHOOL OF BUSINESS AND LEADERSHIP

Professor: Lynnette Claire, *Director*; Lisa Johnson; Lynda Livingston; Jeffrey Matthews, *George Frederick Jewett Distinguished Professor*; Brad Reich; Nila Wiese;

Associate Professor: Alan Krause, *Director, Business Leadership Program, Nat S. and Marian W. Rogers Professor*; Andreas Udbye

Assistant Professor: Anna Kapalczynski

Visiting Assistant Professor: Sun Young Ahn; Doudou Zhou

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) strengthened by strong ties to other academic units on campus.

Students who graduate from the School of Business and Leadership should be able to:

1. Communicate effectively, both orally and in writing, within the discourse of business and leadership.
2. Formulate and investigate questions relevant to the marketplace and managed organizations.
3. Solve problems using appropriate analytical, quantitative, and qualitative techniques.
4. Understand the conceptual models that inform accounting, finance, law and ethics, management, and marketing (the functional areas).
5. Understand the ethical and social perspectives of a global marketplace.
6. Demonstrate an awareness of the impact of globalization on business and its stakeholders.

The School of Business and Leadership offers a Bachelor of Arts degree. Within the program, the student may select a Business Administration Emphasis or an International Business Emphasis. First-year students may also apply to the selective Business Leadership Program (BLP). To complement the academic program business majors are encouraged to participate in experiential learning opportunities including internships, mentorships, international work and study, field research, and problem solving projects.

A cross-disciplinary degree is offered in conjunction with The School of Music, which offers a Bachelor of Music degree with Elective Studies in Business. See the Music section in this *Bulletin* for additional information.

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: Business Administration Emphasis

Ten units to include:

1. Preparatory courses (2 units): ECON 101 (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 (2 units) at 300-400 level (excluding BUS 300, 316, and 344; CONN 387, 390, and 478).
4. Senior Research Seminar (1 unit). Students must complete the foundation courses and have senior standing before taking the Senior Research Seminar. Courses approved: BUS 432, 476, 478, 482, and 485.

See additional "Notes on the Major" below.

Bachelor of Arts in Business: International Emphasis

Eleven units to include:

1. Preparatory courses (2 units): ECON 101 (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, 305, 310, 315, 340 and 370.
3. International Business Electives (2 units) at 300-400 level from: BUS 361, 435, 452, 471, 472, 474, 475, and 493 if it has been approved as an International Business Elective.
4. Senior Research Seminar: (1 unit). Students must complete the foundational courses and have senior standing before taking the Senior Research Seminar. Courses approved: BUS 432, 476, 478, 482, and 485.
5. An international experience, which may include study abroad, a formal internship abroad, or academic research abroad.
6. Competency in a modern foreign language through the 202 level.
7. Increased exposure to international content and context through one of the following:
 - a. Completion of a third year college level language course;
 - b. Demonstrated proficiency of third year college level language;
 - c. Completion of one upper-division global studies course from an approved list (ASIA 344, CHIN 303, ENVR/PG 382, FREN 380, GERM 304, HIST 343, 382, or 384, IPE 311, 333, 382, or 395, PG 321, 323, 325, 332, 333, 360, 361, or 380; REL 322 or 420, SOAN 316, 352, or 380).
 - d. Other method as approved by advisor and SBL director.

Notes on the Major (Business Administration and International)

1. Courses used to satisfy the elective and senior research seminar requirements may not also be used to satisfy university core requirements.
2. Only courses for which the student has received a C- or better can count for the major.
3. Students must earn a grade of C- or better in all prerequisite courses.
4. A minimum of five BUS courses towards the major must be completed in residence at Puget Sound, or a waiver must be approved.
5. Transfer students choosing to major in the School of Business and Leadership should meet with the SBL Director to determine transferability of business courses completed elsewhere.
6. Students planning to pursue a graduate degree in business, such as an MBA, are encouraged to take Calculus (Math 180, 181).

Requirements for the Minor

Six units to include:

1. Economics: ECON 101 (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 170, 300, 316 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. Students must earn a grade of C- or better in all prerequisite courses.
3. A minimum of three BUS courses toward the minor must be completed in residence at Puget Sound, or a waiver must be 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 organizational leadership in business. In addition to the learning outcomes outlined above, key objectives of the program are for students to develop leadership and managerial skills and to develop the ability to think logically and analytically.

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 BLP major with a business administration emphasis or an international business emphasis. Students receive the Bachelor of Arts degree.

Special application to the program should be made during a student's senior year in high school. Application forms are accessible at pugetsound.edu/admission/apply/freshmen/business-leadership-program.

Sophomore-level admission to the Business Leadership Program is possible, but contingent on space availability. Interested freshmen should contact the Business Leadership Program 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.

Thirteen units to include:

1. Politics and Government (1 unit): PG 101, 102, or 103
2. Quantitative (2 units): MATH 160 or MATH 260, and one additional unit numbered MATH 150 or higher. Students planning to pursue a graduate degree in business, such as an MBA, are encouraged to take Calculus. CSCI 161 or PHIL 240 can be used to satisfy the additional math requirement. BLP students must take at least one MATH unit in residence.
3. Economics (1 unit): ECON 101.
4. Business and Leadership (9 units): BUS 205, 305, 310, 315, 340, 385; two business electives at the 300-400 level (excluding BUS 300, 316 and 344; CONN 387, 390, and 478); and a Senior Research Seminar.
 - a. Courses used to satisfy the business elective and senior research seminar requirements may not also be used to satisfy university core requirements.

- b. Students must complete the foundational courses and have senior standing before taking the Senior Research Seminar. Courses approved: BUS 432, 476, 478, 482, and 485.
5. Business Leadership Seminars (BUS 101, 201, 301, and 401) (no credit)
 6. Internship (no credit)
 7. In addition to the BLP requirements listed above, students pursuing the BLP major with an international emphasis are required to:
 - a. Complete BUS 370;
 - b. Complete one International Business Elective (1), in lieu of a regular business elective, at the 300-400 level from: BUS 361, 435, 452, 471, 472, 474, 475, and 493 if it has been approved as an International Business Elective
 - c. Have competency in a modern foreign language through the 202 level;
 - d. Complete an international experience, which may include study abroad, a formal internship abroad, or academic research abroad; and
 - e. Have additional exposure to international content and context through one of the following:
 - i. Completion of a third year college level language course;
 - ii. Demonstrated proficiency of third year college level language;
 - iii. Completion of one upper division global studies course from an approved list; or
 - iv. Other method as approved by advisor and BLP director.

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, as required by the program;
- 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 addition, students must earn a grade of C- or better in all prerequisite courses.) In cases where performance falls below this level, students may apply for 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. There will be at least six cohort courses during any four-year period; and
- e. Demonstrate adherence to the highest standards of academic integrity and conduct. Any violation of the *University Student Integrity Code* may result in dismissal from the BLP.

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 10.

Seminars in Scholarly Inquiry. See the *Seminars in Scholarly Inquiry in the Core Curriculum* section of this *Bulletin* for course descriptions (page 10).

SSI1/SSI2 107 Leadership in American History

SSI1 166 Applied Ethics

Other courses offered by SBL faculty. See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 24).

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 10-12 times per semester and offers students an opportunity to network with representatives from regional businesses and to learn about their companies' strategies and business practices. 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 perspective on the theories and tools studied in class. Some seminars are devoted to the particular needs of a BLP class. Other seminar activities include, but are not limited to field trips, career development, community service and engagement with mentors. *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 helps students acquire a broad conceptual framework for understanding and preparing financial reports. The course helps students to become reasonably proficient at interpreting numbers in financial statements and assessing their usefulness for decisions. Students learn bookkeeping, and examine and analyze financial statements for U.S. and global companies. *Prerequisite: Sophomore standing or permission of instructor. Offered each semester.*

300 Personal Finance This course is a primer in sound personal financial management. Students are introduced to the financial challenges that occur over a life-time: cash budgeting, credit management, debt management, personal income taxes, evaluating mortgages and installment loans, investing in the financial markets, and planning for retirement. In addition, current articles related to personal finance topics are analyzed and discussed. *May not be used to satisfy a requirement in the business major or minor. Offered occasionally.*

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 challenges students to adapt management techniques to a diverse global environment. The course includes case studies and emphasizes critical thinking. *Offered each semester.*

310 Principles of Marketing As the global economy becomes more complex and dynamic, businesses of all sizes demand global managers who understand how organizations can compete effectively in a variety of market environments. This survey course is designed to provide an overview of the main concepts and theories in the field of marketing. The course provides students an opportunity to develop an in-depth understanding of how cultural, legal, political and economic factors affect the marketing of products and services in different national, regional,

and global contexts. The course also examines the competitive dynamics of global markets and provides a framework that guides marketing strategy formulation and implementation at the stages of market entry, local market development, and global market integration. *Prerequisite: ECON 101 or permission of instructor. Offered each semester.*

314 Managerial Accounting This accounting course examines the creation and use of information to support the execution of strategy and evaluation of performance within organizations. Managerial accounting information plays a vital role in the planning and control functions. It is also used to motivate and direct behavior. Topics include cost concepts, systems design, cost behavior, cost-volume-profit analysis, variable costing, profit planning, and strategic performance measurement and evaluation. The course also examines the concept of shared value and sustainability reporting. *Prerequisites: BUS 205.*

315 Principles of Financial Management This course introduces students to fundamental issues in both corporate financial management and investment management. Students learn one of the most fundamental principles in corporate and personal finance: the time value of money. Students are introduced to the basic features of stocks and bonds and how they are priced. Students work with information reported in the financial press on such items as bonds, equity, interest rates, and foreign exchange rates. They learn how to identify the relevant cash flows for a proposed investment, evaluate that investment, and use financial information to estimate the required rate of return. Students examine the relationship between risk and return and the implication of diversification. *Prerequisites: BUS 205, MATH 160 or MATH 260, ECON 101. 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. May not be used to satisfy a requirement in the business major or minor. *Prerequisite: instructor permission.*

330 Corporate Social Responsibility and Law Corporations are undeniably influential actors in modern society, through the creation of goods, services, and jobs. They also have tremendous resources at their disposal. Many factors influence how and in what manner those resources are used, including the internal decision-making processes of the organization, fiduciary duties of the organization's principals, the statutory and regulatory environment, and stakeholder interests and influences. To the extent that corporations step outside of their ostensibly traditional role to merely maximize shareholder returns, and they dedicate at least a portion of their resources to the betterment of issues of societal concern, they are engaging in some form of corporate social responsibility (CSR). This course examines questions about CSR: What is it? Who or what may practice it? What are the factors that create tensions concerning the allocation of business resources? What does our law require of organizations with respect to fiduciary duties, the allocation of their resources, and societal expectations? Should organizations have legal obligations to engage in CSR? Students will examine these questions from a legal perspective.

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 extreme-

ly 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. Offered occasionally.*

355 Sustainable Business As corporations grow in size and influence, their impact on both social wellbeing and the natural environment has increased. Understanding interactions between corporations and the social and natural environments plays a large and growing role in effective management. This course provides an overview of the opportunities and challenges that established US businesses face regarding sustainable business. Students investigate corporations' ethical, regulatory, and financial interests in relation to the social and environmental values of the communities in which they operate. Students are expected to master key concepts related to sustainable business and to develop the ability to think critically about sustainable topics.

361 Business and the Base of the Pyramid The base of the pyramid (BOP) refers to the billions of people living on very low incomes (\$2-4 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, and strategy. *Cross-listed with IPE 361. Prerequisite: Junior or Senior standing. Satisfies the International Business elective requirement.*

365 Cultural Diversity and Law This course develops understandings of the dynamics and consequences of power differentials, inequalities, and divisions among cultural groups through the lens of criminal and civil law in US state and federal law. In both criminal and civil contexts, students examine the feasibility of legal pluralism in three types of cases: intra-cultural, inter-cultural, and no-longer accepted cultural practices in an intra-cultural event. In the criminal context, students consider criminalization of culturally appropriate acts of non-mainstream cultural communities, the "cultural defense," and the role of law as an instrument of tolerance or tyranny. In the civil context, students examine taboo language, reappropriation or reclaiming of words, and law. Students examine law as a cultural artifact, including who it favors and who it silences or punishes, in tandem with its production of knowledge related to "right and wrong." This course promotes critical engagement with the nature of law, the role of the state and its police powers to regulate disputes between diverse groups, and institutionalized power. This is a seminar-based course, requiring active student participation. Students learn to discuss cultural differences in the legal context and

consider their own cultural perspectives vis-a-vis "the law." *Satisfies the Knowledge, Identity and Power graduation requirement. Prerequisite: BUS 340 or any university level course in US state and/or federal government, law, or legal studies.*

370 International Business Theory and Strategy This course introduces students to the most important theories that guide the field of international business strategy, and to key concepts and models related to the formulation and implementation of global strategy. The course provides students with analytical and planning tools for adapting a company's business model to global markets, specifically: assessing opportunities and risks in the global environment; identifying current and potential positioning spaces within a competitive environment; and for developing strategies that suit different organizational, sectorial, and geographical contexts. The course also explores the interplay between organizational stakeholders, including trade-offs between financial and market goals and the ethical and social values of organizations (i.e., balancing economic and non-economic objectives). Finally, global strategic management requires moving beyond analysis into the realm of strategic action. The course addresses the various combinations of systems (e.g., information, control, reward, etc.), organization structures, and people necessary to execute a strategy that is internally cohesive. *Prerequisites: BUS 305, BUS 310, and junior standing or permission of instructor.*

380 An Entrepreneurial Mindset for the Arts Arts organizations and artists face many challenges that could benefit from an entrepreneurial mindset. Entrepreneurial thinking requires focusing primarily on finding the right questions rather than finding the right answers. In this course, students develop an entrepreneurial mindset by focusing on an issue in a local arts organization, identifying the concepts that help them understand the issue, de-constructing and re-constructing their knowledge, and creating a feasibility study that tests their potential solution against reality. Students work to develop solutions that local organizations and artists are truly interested in implementing: The classroom learning directly benefits the arts. Topics covered in this course include entrepreneurship, the entrepreneurial mindset, questioning, interviewing and analysis, research, feasibility studies, and presenting findings. These topics are covered through readings, interaction with community arts organizations and artists, class activities and discussion, and students' hard work.

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 or permission of instructor.*

394 Special Topics in Consulting .25 academic credit This course provides students the opportunity to enrich and apply their business knowledge in a consultative manner. Students learn to work with a variety of stakeholders and in a team environment. Pass/fail grading only. *Prerequisite: concurrent enrollment in BUS 395.*

395 Practicum in Consulting .25 activity credit. In this practicum course, students apply theory and skills from BUS 394 in consulting work on a specific project. Pass/fail grading only. *Prerequisite: concurrent enrollment in BUS 394 and instructor permission.*

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

402 Marketing Research Marketing research is the common currency in modern business practices as business and marketing decisions rely on research to make informed choices. This course helps students: explore the critical role of marketing research in business; learn the language of marketing research; learn how to design and implement a research plan using key marketing research techniques (e.g., surveys, experiments, focus groups); analyze and interpret marketing research data; and report the results of marketing research. Students develop skills in research design, data collection, statistical data analysis, and communication of results through hands-on experience. *Prerequisites: BUS 310 and Math 160.*

407 Consumer Behavior 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. *Prerequisites: BUS 310 and Math 160.*

409 Integrated Marketing Communication This course is designed to introduce students to the field of integrated marketing communications (IMC), which includes communication tools such as advertising, promotion, sales, and public relations, among others. The development of an IMC strategy requires an understanding of the overall marketing process, consumer behavior, and communications theory. *Prerequisite: BUS 310. Offered occasionally.*

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 includes 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. *Prerequisites: BUS 205, 305, 310, 315, 340; and senior standing or permission of instructor.*

431 Financial Markets This course introduces students to major sectors of the financial markets, particularly focusing on 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. *Prerequisites: BUS 205, 305, 310, 315, 340, plus at least one upper-division finance or accounting elective (excluding 300); senior standing required unless waived or with 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. Students apply more advanced concepts in corporate finance in a decision making context. Valuation is discussed as a unifying theme. This includes such issues as how to value a firm that is not publicly traded, how to value a potential merger, and how to value an investment project. Students assess how the firm's capital structure or its dividend policy might impact firm value. Students examine the valuation of investment projects and the valuation of a firm that is not publicly traded. Students study the underlying factors that impact the value of a financial option. The role of mergers and acquisitions in the growth of a firm is considered, as well as the impact of these deals on the shareholders of both the acquiring and acquired firms. Course materials include decision oriented cases and readings from professional journals. *Prerequisite: BUS 315.*

435 International Finance This course begins with a macroeconomic perspective and introduces students to international financial markets. Students examine the economic and governmental factors that influence exchange rates and study currency derivatives which are commonly traded to profit from or hedge against expected changes in foreign currencies. The perspective is then microeconomic. Students examine financial issues faced by managers of firms that are engaged in international business. These include: the measurement and management of exchange rate risk, multinational capital budgeting, and the assessment of both domestic and foreign sources of funds to finance long-term projects. Current issues in the international market and real-life problems in decision oriented cases are analyzed. *Prerequisite: BUS 315 or permission of instructor. Satisfies the International Business elective requirement.*

437 Valuation This course introduces approaches to the valuation of public and private equity, including free cash flow, residual income, economic profit, and relative valuation models. Critical analysis of financial statements is highlighted, and applications to real-world companies is stressed. Course content is informed by the Chartered Financial Analyst curriculum. Students complete a sell-side equity research report on a public company. Course is recommended for students competing in the CFA Investment Research Challenge and for students managing the Puget Sound student managed fund. *Prerequisites: BUS 205 and BUS 315.*

438 Portfolio Management This course introduces the design, implementation, and assessment of financial-asset portfolios. The main focus of the course is the active management of long-only equity portfolios. Relevant behavioral issues are considered. Course content is informed by the curriculum for the Chartered Financial Analyst (CFA) designation. Students taking Portfolio Management are eligible to manage the university's student investment fund. *Prerequisites: BUS 205 and BUS 315.*

440 Entrepreneurship In this course students learn how to generate new venture ideas and evaluate their viability. Students devote significant time to learning to recognize opportunities through experiential exercises. To understand how to develop an idea into a for-profit or non-profit organization, coursework also focuses on business plan research and writing as well as business creation. An in-depth job shadow culminates in the creation of a short documentary film. Students learn creative problem solving and sharpen their research, analytical, and presentation skills. *Prerequisites: BUS 205, 305, 310, 315, 340.*

442 Social Entrepreneurship This course explores how people and organizations can innovate to fulfill our social and environmental needs efficiently and effectively. Using innovative business models as the foundation, each student selects a social sector to study

throughout the term on the local, national, and international levels. Research includes reading articles, examination of financial data, and interviews. A series of research papers results in in-depth knowledge of the chosen sector. Knowledge is shared through public displays and presentations. Insights into how to solve difficult social and environmental problems will be gained through the research and the course. Additionally, the class selects one social issue and enacts tangible solutions to this issue through the practicum, enabling students to participate in hands-on social entrepreneurship. *Prerequisites: BUS 205 and BUS 305.*

451 Organizational Behavior This course examines how individuals behave in and around organizations and how organizations themselves behave. Every day, individuals share time with others and operate within organizations. When people understand the behavior of individuals and organizations in their lives, they can better establish expectations, operate efficiently, and achieve goals. This class examines concepts and develops perspectives that help students effectively manage individuals and organizations. At the level of the individual, students learn about self-presentation, career planning, giving and receiving, feedback, personality, decision making, resilience, and creating success. At the level of the organization, students learn about teamwork, structure, culture, identity, change, resistance to change, and overcoming resistance to change. In addition, Organizational Behavior challenges students to develop skills in writing, presentation, and working in groups. *Prerequisite: BUS 305 or permission of instructor.*

452 Supply Chain Management Supply chain management encompasses the planning and management of all activities involved in sourcing and procurement, conversion, and all logistics management activities. Importantly, it also includes coordination and collaboration with channel partners, which can be suppliers, intermediaries, third party service providers, and customers. In essence, supply chain management integrates supply and demand management within and across companies. This course prepares the students to manage modern supply chains, both domestically and globally. *Prerequisite: BUS 205 and BUS, 305 or permission of instructor. Satisfies the International Business elective requirement. Offered frequently.*

471 Business in Asia This course introduces students to the business environments and practices of East and South East Asia and may focus on specific countries of the region. The countries of this region are viable trading partners and destinations for foreign direct investment, and the course considers pertinent historical, cultural, macro-economic and political factors that impact business activity in the region. The course focuses on business opportunity and risk assessment, and introduces students to appropriate managerial, organizational, and strategic planning skills and methods for successfully doing and growing business in the region. The course relies on various teaching methods, including lectures, readings, case studies, class discussions, videos, independent research, and guest presentations. *Prerequisite: BUS 305 or 310 and Junior standing, or permission of instructor. Counts as an International Business elective and an Asian Studies elective. Offered every 2 years.*

472 Business in Latin America This course introduces students to the business environments and practices of Latin America and may focus on specific countries of the region. The countries of this region are viable trading partners and destinations for foreign direct investment, and the course considers pertinent historical, cultural, macro-economic and political factors that impact business activity in the region. The course focuses on business opportunity and risk assessment, and introduces students to appropriate managerial, organizational and strategic planning skills and methods for successfully doing and growing business in the region. The

course relies on various teaching methods, including lectures, readings, case studies, class discussions, videos, independent research, and guest presentations. Satisfies the International Business elective requirement. *Prerequisite: BUS 305 or 310 and Junior standing, or permission of instructor. Satisfies the International Business elective requirement.*

473 Dispute Resolution This course 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.*

474 Business in India and South Asia This course introduces students to the business environments and practices of India and South Asia. The countries of this region are viable trading partners and destinations for foreign direct investment, and the course considers pertinent historical, cultural, macro-economic and political factors that impact business activity in the region. The course focuses on business opportunity and risk assessment, and introduces students to appropriate managerial, organizational, and strategic planning skills and methods for successfully doing and growing business in the region. The course relies on various teaching methods, including lectures, readings, case studies, class discussions, videos, independent research, and guest presentations. *Prerequisite: BUS 305 or 310 and Junior standing, or permission of instructor. Counts as an International Business elective and an Asian Studies elective. Offered every 2 years.*

475 Business in Europe This course introduces students to the business environments and practices of Europe and may focus on specific countries of the region. The countries of this region are viable trading partners and destinations for foreign direct investment, and the course considers pertinent historical, cultural, macro-economic and political factors that impact business activity in the region. The course focuses on business opportunity and risk assessment, and introduces students to appropriate managerial, organizational, and strategic planning skills and methods for successfully doing and growing business in the region. The course relies on various teaching methods, including lectures, readings, case studies, class discussions, videos, independent research, and guest presentations. *Prerequisite: BUS 305 or 310 and Junior standing, or permission of instructor. Satisfies the International Business elective requirement. Offered occasionally.*

476 Sports Law This course discusses and analyzes historical and current legal issues shaping amateur and professional sports in the United States. For clarification, the "amateur" sport discussion is largely limited to Division I inter-collegiate athletics and "professional" sports focuses on sports played in exchange for compensation in the United States. Students undertake this analysis to understand the legal aspects of what is, often, the "business of sports". While this course is grounded in sports, its true base is traditional areas of law including, but not limited to: employment, contract, tort, labor, intellectual property, and criminal law. This class requires a major, independent research project. *Prerequisites: BUS 205, 305, 310, 315, 340, and senior standing or permission of instructor. Satisfies the senior research seminar requirement for business majors.*

478 Environmental Law This class examines 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 consider issues related to environmental and natural resource legislation and regulation. These issues include the tension between business and the environment, sustainability, the 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. 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 and substantively contributing to 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, 310, 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. *Prerequisites: BUS 205, 340, 305, 310, 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. *Prerequisites: BUS 385 and senior standing or permission of instructor. Satisfies the senior research seminar requirement for business majors.*

493 Special Topics This seminar is organized around topics that reflect the particular field of research or expertise of the instructor. Each offering is on a unique topic. Some sections satisfy the International Business elective requirement. *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 to and accepted by the faculty independent study advisor. No more than one independent study may be applied toward a specific major or minor in business. *Prerequisite: Approval of independent study professor.*

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 and writing assignments, as well as a culminating project or paper. *Prerequisite: Approval of tutorial professor and the Internship Coordinator.*

CAREER DEVELOPMENT

201 Career Awareness 0.5 activity unit Using a liberal arts education as a foundation, this class provides opportunity for self-assessment and application of this knowledge to career options. Designed for individuals who are just beginning to expand knowledge of different occupations, an emphasis is placed upon self-assessment and exploration of various career paths. Topics include: assessing personality, values, skills, and

interests; developing a resume and cover letter; introduction to networking and informational interviewing. *Course available through Career and Employment Services.*

301 Career Readiness 0.5 activity unit This class provides the opportunity for students to reflect upon themselves (personality, values, skills, and interests) and apply this knowledge to career options as well as take active steps toward a future career choice. Designed for individuals who are refining or focusing on career options 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 using multiple methods of career research and professional skills that include resume writing, building online profiles, networking, interviewing, and salary negotiation. Instructor approval required for enrollment. *Course available through Career and Employment Services.*

CENTER FOR WRITING, LEARNING, AND TEACHING

100 Strategies for College Reading 0.25 unit College reading presents significant challenges, both in the amount of material assigned and in the complexity of ideas. Students frequently remark that they have difficulty getting through the required reading in a course, that they have problems concentrating on the material, or that they cannot remember what they have read. They are expected to learn to read selectively but carefully, to identify passages that require close reading, and to search out the structure of a text. Furthermore, assigned reading is often a diverse collection of primary and secondary sources, rather than sections from one authoritative textbook. This course is designed to help students become more demanding and skillful readers, able to effectively navigate the demands of college reading. Students develop new techniques to improve their reading efficiency, both in terms of speed and comprehension. By making reading and studying into a conscious activity, students are better able to extract information from a scholarly text, critically question the material they read, flexibly adjust reading strategies according to the task, and vary their reading speed to enhance comprehension. *Pass/fail grading only. Offered frequently.*

299 Writing Personal Statements 0.25 unit This course is designed to help students write effective personal statements for post-graduate opportunities, whether for fellowships or graduate or professional school applications. The course introduces writers to the concept of the personal essay as a genre, through readings that include both theoretical discussions and examples of the genre. Students write multiple drafts of personal statements, and through that process discover what is essential to convey about themselves for the particular application. Significant time is devoted to sharing drafts with the other writers in the class and providing feedback to deepen the learning process. *Pass/fail grading only. Offered occasionally.*

300 Theory and Praxis of Peer Learning 0.25 unit This course is designed to prepare first-semester writing advisors and peer tutors to be effective in their new roles in the Center for Writing, Learning, and Teaching (CWLT). Through discussions on writing center theory and practice, critical pedagogy, cultural competence, and interdisciplinarity, this course prepares new peer tutors and writing advisors for effective and reflective practice, as well as equips them with the skills to contribute to the intellectual conversation of the Writing Center. *Pass/fail grading only. Prerequisite: employment at the CWLT. Offered frequently.*

398 Practicum in Peer Tutoring 0.25 academic unit CWLT 300 discusses ways in which peer tutors at the Center for Writing, Learning,

and Teaching might use their influence as knowledgeable peer collaborators to disrupt inequalities in higher education. This follow-up course is designed to go into more depth about the larger social contexts that shape educational inequalities at the college level. By discussing racial bias in the criminal justice system and the school-to-prison pipeline, the class examines the role that educational inequalities have on producing the carceral state. By combining academic class time with volunteer work at the Washington Corrections Center for Women, this class helps peer tutors learn how to use their tutoring skills to pursue social justice outside the CWLT. *Pass/fail grading only. Offered occasionally.*

495 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. *Prerequisites: Junior or Senior standing and at least a 3.0 cumulative grade point average.*

CHEMISTRY

Professor: Daniel Burgard, *Chair*; Johanna Crane; John Hanson; Steven Neshyba; Eric Scharrer

Associate Professor: Luc Boisvert; Jeffrey Grinstead, *Chair*; Amanda Mifflin

Assistant Professor: Megan Gessel

Visiting Assistant Professor: Stacia Rink

Visiting Instructor: Jill McCourt

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, organic synthesis, and environmental 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 completing a chemistry degree are able 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, 213
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 depending on the major should do the following. 1) Chemistry majors should include CHEM 460 as an elective, or 2) Bi-chemistry majors should consult with a faculty member in the department and have their plan for certification approved in advance by the Chemistry Department Chair.
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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI2 197 The Artificial Intelligence Revolution

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 offered Fall term only; CHEM 120 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 offered fall term only; CHEM 230 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 half-unit course is billed as a quarter-unit. 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. CHEM 250 offered Fall term only; CHEM 251 offered Spring term only.*

320 Chemistry of the Elements This course focuses on the elements and their organization into the periodic table. Students examine the origin of the elements, the periodic and group relationships, and the role of the elements and their compounds in medicine, materials, and society. Much of the course material is directly drawn from the scientific literature. *Prerequisite: CHEM 251. Offered occasionally.*

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. *Prerequisites: CHEM 230 or 231 and 250. Offered occasionally.*

338 Biochemical Analysis: The Lipid Membrane This course introduces analytical techniques and instrumental methods that are commonly used to characterize biological systems. Techniques surveyed may include chromatography, mass spectrometry, X-ray diffraction, NMR, circular dichroism, fluorescence spectroscopy, and molecular dynamics simulations. The course focuses on applications of these methods to a specific system or research area, which may vary from year to year, e.g. lipid membrane, toxicology, proteomics, etc. This course does not require but is complimentary to CHEM 330 and CHEM 460. *Prerequisite: CHEM 250 and CHEM 230 or 231 or permission of instructor. Offered occasionally.*

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 link-

ing microscopic and macroscopic chemical behavior. 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.*

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.*

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 occasionally.*

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.*

363 Materials Chemistry This course emphasizes the synthesis, characterization, 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, with many examples coming from the primary literature. *Prerequisite: CHEM 251. Offered occasionally.*

371 The Chemistry of Food This course explores the science of food and cooking. Topics include flavor, physical properties, nutrition, cooking methods, and reactions. In-class demonstrations and hands-on

experiments allow for a tactile and sensory experience. Modern issues in food are discussed, including organic farms, GMO food, and the science behind recent dietary fads. Optional field trips occur throughout the semester. *Prerequisite: CHEM 230/231 and CHEM 251 and instructor permission. 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. Offered occasionally.*

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

420 Advanced Inorganic Chemistry This course presents both theoretical and descriptive concepts related to inorganic chemical compounds including periodic relationships, structure and bonding, molecular symmetry, acid base chemistry, electrochemistry, and inorganic reaction mechanisms. Laboratory experiments illustrate common synthetic and characterization processes for inorganic compounds. These concepts and techniques are brought together through the topics of coordination chemistry, organometallic chemistry, bioinorganic chemistry, and solid state chemistry. *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.*

460 Physical Biochemistry This course applies concepts of physical chemistry to the study of biological processes. The topics covered include protein and nucleic acid structure and stability, thermodynamics of protein folding, enzyme kinetics and instrumental techniques such as x-ray crystallography, NMR and mass spectrometry. *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. Credit for CHEM 461 will not be granted to students who have completed BIOL 361.*

490 Senior Research Thesis 0.5 or 1 unit Theoretical and/or experimental research done in an area of chemistry over two semesters (~150 research hours). 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 orally defend a thesis. In special cases, a student may register for 0.5 unit for each of two semesters.

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.

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.

CHINESE

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

CLASSICS AND ANCIENT MEDITERRANEAN STUDIES

Professor: William Barry (on leave, fall 2019); Aislinn Melchior; Eric Orlin, *Chair*

Associate Professor: Brett M. Rogers

About the Department

This interdisciplinary field encompasses the languages, literature, philosophy, and history of the people of the ancient Mediterranean basin. The Classics and Ancient Mediterranean Studies Department presents as wide a range of courses as possible in this diverse but fundamentally unified field.

The department's course offerings are designed to foster student understanding of ancient Mediterranean cultures, including in relation to other cultures both ancient and modern. Through critical examination of the values of ancient Mediterranean civilizations, students are encouraged to explore their own values and cultural assumptions and to understand how the ancient past (real or imagined) has been used to construct the world in which we live.

In courses in ancient history, culture, and literature based on texts in translation, students use literary texts of many genres as well as material evidence uncovered by archaeology to arrive at a deeper understanding of the ancient Mediterranean world.

The Department 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 and Ancient Mediterranean Studies will progressively build a more complex and comprehensive understanding of the cultures of ancient Mediterranean 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 the department conduct independent research in order to develop a sustained argument on a focused topic that is 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

The Classics department offers two tracks for its major: Classical Languages and Classical Studies. The Classical Languages track is designed for students who have an interest in pursuing graduate work in Classics, while the Classical Studies track is designed for students who want a broader focus on the culture and history, and literature of the ancient Mediterranean world. Students are encouraged to discuss their choice of major with the advisor before declaring a track.

I. Classical Languages Track: (10.5 units)

- a. Three units at the 200+ level of either Greek or Latin
- b. Two units at any level in the other ancient language;
- c. .5 unit (2 semesters) of CLSC 100 activity credit
- d. CLSC 101
- e. One unit from CLSC 210 - 220;
- f. One unit from CLSC 230 - 240
- g. One additional course in Classical Civilization (see list below) numbered 299 or above;
- h. Senior Thesis (CLSC 490), to be taken after both the required 200-level Classical Civilization courses and Latin or Greek 201 or equivalent have been completed. In the semester prior to registration for CLSC 490, students must complete a Thesis Proposal Form and submit it for approval to their thesis advisor and the Classics Chair. For more information on the thesis and the approval process, contact the Classics Chair.
- i. At least five major units must be completed at Puget Sound.

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

II. Classical Studies Track: (10.5 units)

- a. CLSC 101
- b. .5 unit (2 semesters) of CLSC 100 activity credit
- c. One unit from CLSC 210 - 220;
- d. One unit from CLSC 230 - 240
- e. Three courses in either Greek or Latin;
- f. Three additional courses in Classical Civilization (see list below), Greek, or Latin, at least two of which must be numbered 299 or above;
- g. Senior Thesis (CLSC 490) to be taken after both the required 200-level Classical Civilization courses and Latin or Greek 201 or equivalent have been completed. In the semester prior to registration for CLSC 490, students must complete a Thesis Proposal Form and submit it for approval to their thesis advisor and the Classics Chair. For more information on the thesis and the approval process, contact the Classics Chair.
- h. 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 sec-ond major. Majors may satisfy no more than one Classical Studies requirement with coursework from the university core.

Requirements for the Minor (6.25 units)

1. One unit: CLSC 101
2. Two units of Greek or Latin, OR one 100-level CLSC course and one 300-level CLSC course
3. Two units at the 200-level (Greek, Latin, or Classical Civilization)
4. One unit at the 300-level (Greek, Latin, or Classical Civilization)
5. .25 unit CLSC 100 (activity credit)

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

- ARTH 360 Art and Architecture of Ancient Greece
- ARTH 361 Art and Architecture of Ancient Rome
- CLSC 130 Classical Mythology
- CLSC 210 History of Ancient Egypt and the Near East
- CLSC 280 The Archaeology of the Mediterranean World
- CLSC 211 History of Ancient Greece
- CLSC 212 History of Ancient Rome
- CLSC 230 Ancient Epic
- CLSC 231 Ancient Tragedy
- CLSC 232 Ancient Comedy
- CLSC 233 The Ancient Novel
- CLSC 280 The Archaeology of the Mediterranean World
- CLSC 309 The Roman Revolution
- CLSC 310 Late Antiquity and the "Fall" of the Roman Empire
- CLSC 320 Ancient Cities
- CLSC 321 Gods, Magic and Mysteries: Ancient Greek and Roman Religion
- CLSC 322 Race and Ethnicity in the Ancient World
- CLSC 323 Sex and Gender in Classical Antiquity
- CLSC 330 Theories of Myth
- CLSC 339 Sci-Fi, Fantasy, and the Classics
- CLSC 375 Special Topics in Classics
- CONN 377 PTSD in the Ancient World
- PHIL 215 Ancient Philosophy
- PHIL 361 Aristotle
- PHYS 299 The History and Practice of Ancient Astronomy
- PG 340 Democracy and the Ancient Greeks
- SOAN 280 Archaeological Foundations

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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

- SSI1/SSI2 103 Alexander the Great**
- SSI1/SSI2 106 Cleopatra: History and Myth**
- SSI1 131 Athens, Freedom, and the Liberal Arts**
- SSI2 131 Gender and Labor in Early 20th Century New York**

Other courses offered by Classics Department faculty. See *Connections in the Core Curriculum section of this Bulletin for Connections course descriptions (page 24).*

CONN 377 Caesar in Vietnam: PTSD in the Ancient World

Satisfies the Connections core requirement.

HON 211 Metamorphosis and Identity

Satisfies the Humanistic Approaches core requirement.

HUM 121 Arms and Men: The Rhetoric of Warfare

HUM 304 Ancients and Moderns

100 Classics Proseminar 0.25 activity unit Students become familiar with the range of sub-specialties and sub-disciplines within the field of Classics, share their own thesis research, and comment on that of others. The proseminar is open to all levels, but junior and senior majors and minors are especially encouraged to enroll in the course. *Offered every semester. May be repeated for credit.*

101 Introduction to Classics and Ancient Mediterranean Studies

This co-taught course introduces students to the discipline of Classics and Ancient Mediterranean Studies. Students learn a potted history of ancient Mediterranean cultures and how those cultures have been variously put to use by contemporaneous and subsequent cultures so as to produce notions of the "Classics" or the "classical tradition." This course is especially concerned with questions about essential content and methodologies in the discipline(s) of Classics, the problem of assessing bias in our sources, processes of canon formation (such that some things are "classical" and some not), and the production of modern narratives about antiquity. Students interested in Classics and Ancient Mediterranean Studies develop a shared foundation in the discipline and explore what they can do with classical materials and Classics and Ancient Mediterranean Studies as an inherently multidisciplinary and interdisciplinary field of inquiry. To that end, the course includes lectures and seminars led by all members of the Classics and Ancient Medi-terranean Studies department, as well as affiliates from other departments.

130 Classical Mythology This course explores myths and legends from classical antiquity and the light they cast on ancient conceptions of men and women, civili-zation, nature, and the divine. The embodiment of myths in ancient literature and art is the central focus of the course, as is the role of myth in Greek and Roman 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.*

180 Greek Odyssey: Study in Greece 0.25 unit This course centers on an intensive three-week academic tour of Greece where students use the sites, landscape, and, museums of Greece as the classroom from which they can make a holistic study of the Greece they had only previous experienced through texts. In other words, this course places ancient Greece and its texts in their real, physical context. In Greece, students spend about 10-12 hours each day on sites, in museums, and in active discussions, including a one-hour seminar discussion at the end of each day. During these three weeks, students engage with Greece ancient and modern as much as possible. During the spring semester, prior to the trip to Greece, students will meet one hour per week to start preparing for the trip. Such preparations will include sessions dedicated to learning fundamental information for the study of pre-historic, archaic, classical, and post-classical Greece, as well as necessary technical terminology and research tools for encountering sites and giving site reports. This course is open to all students, with preference given to students in Greek, Latin, and Classics courses. *Instructor permission required. Offered every other year.*

210 History of Ancient Egypt and the Near East This course will study the growth and development of the ancient Near East with particular focus on the two great cultural empires, Mesopotamia and Egypt, as the foundations of the ancient Mediterranean civilizations. The ancient Near East produced the oldest written texts in the world, and these provide a window into the ways of life, rituals, beliefs, hopes, and fears of people living 2,500 to 5,000 years ago. Students use these texts to explore some of the most fundamental transformations in human history: the emergence of cities, the invention of the state, the creation and destruction of empires, and, overlooking it all, the gods who brought hope and terror to the inhabitants of the ancient Near East. *Satisfies the Humanistic Approaches core requirement. Offered every other year.*

211 History of 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 History of 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.*

230 Ancient Epic 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.*

231 Ancient Tragedy This course explores the nature and meaning of ancient Greek and Roman tragedy. It begins by examining the social, political, and physical contexts in which tragedies were performed in classical antiquity. Students then read and discuss select plays by the three great surviving tragic dramatists of fifth-century Athens (Aeschylus, Sophocles, Euripides) and the only surviving dramatist of Imperial Rome (Seneca). Attention is given to understanding how these plays might have been performed and interpreted within the Athenian and Roman cultures in which they were produced. Throughout the course students also discuss modern critical approaches to the plays and attempt to generate their own approaches. Thus this course aims to raise a greater understanding of both ancient drama in its historical context and its ima-

gi-native and transformative potential in the modern world. *Satisfies the Artistic Approaches core requirement. Offered every other year.*

232 Ancient 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.*

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 frequently.*

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.*

310 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.*

320 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.*

321 Gods, Magic, and Mysteries: 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.*

322 Race and Ethnicity in the Ancient World Students in this course explore ancient Greek and Roman ideas about race and ethnicity and reflect upon how that thinking remains influential today. They investigate how categories of race and ethnicity are presented in the literature of the ancient Mediterranean as well as through the visual evidence. They think critically about identity categories, i.e. about the ways in which people understand themselves and the people around them. What did it mean to be a 'Greek'? a 'Roman'? A 'barbarian'? Did people in the ancient world engage in racial/ethnic stereotyping, and if so towards what end? How did the concepts of race and ethnicity help them to articulate their own identities? They begin the semester by exploring the ways in which identity and ethnicity are defined in modern theoretical discussions, and then explore the ideas and practices of the Greeks and Romans in order to consider how they might contribute to this discussion. *Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every other year.*

325 Sex and Gender in Classical Antiquity This course examines sex, gender, and sexualities in ancient Greece and Rome. Building upon foundational readings in feminist and queer theory, this course examines critically both historical evidence for and representations of love, gender, sex, & sexuality in a wide range of ancient literary texts, as well as epigraphic, art historical, and archaeological sources. Through this combination of using both Greek and Roman primary sources and modern gender theory, this course aims to make sense of such topics as women's lives, marriage, prostitution, sexual violence, medicine, pederasty, sex manuals, and non-normative or 'Other'-bodied (e.g., transgender) individuals. This course has no pre-requisites, but it is strongly recommended that you have taken at least one 200-level course in Classics or a course on gender theory (e.g., GQS 201). *Offered every three years. Satisfies the Knowledge, Identity, and Power graduation requirement.*

330 Theories of Myth This course examines classical, world, and contemporary mythologies, with a particular emphasis on the history of theories used to study mythology. The course starts with Greco-Roman theories for analyzing classical myths, then analyzes in detail theories that have arisen since the end of the eighteenth century: comparative approaches, linguistics, psychology, structuralism, religion and ritual, class-, race-, and gender-based approaches. It is recommended that students have previously taken a course in myth or literary/gender theory (e.g., CLSC 210, ENGL 370, GQS 201, etc.). *Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every three years.*

339 Sci-Fi, Fantasy, and the Classics This course examines the ancient history of the future and the might-have-been—the role of Greco-Roman antiquity in modern science fiction and fantasy. This course begins with discussion about definitions, histories, and theories of 'science fiction' and 'fantasy,' with emphasis on their roots in

and relations to ancient classics. Students then focus on representative modern texts in various media (e.g., short stories, novels, films, comics); such texts may include Mary Shelley's *Frankenstein*, Franz Kafka's *Metamorphosis*, J. R. R. Tolkien's *The Hobbit*, episodes of *Star Trek*, the works of Ridley Scott, or J. K. Rowling's *Harry Potter* novels. Students focus on themes of perennial human significance (e.g., the uses of history, technology, fantastic voyages, metamorphosis, knowledge/wonder, etc.) and consider critical approaches that may help us understand more deeply the similarities and differences between classical and speculative thinking. To engage in this work, students will learn the basic concepts, tools, and research techniques of studies in the 'classical tradition' and 'classical reception,' a still-emergent but increasingly important field within the discipline of Classics.

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.*

490 Senior Thesis This course is to be taken after both the required 200-level Classical Civilization courses and Latin or Greek 201 or equivalent have been completed. In the semester prior to registration for CLSC 490, students must complete a Thesis Proposal Form and submit it for approval to their thesis advisor and the Classics Chair. For more information on the thesis and the approval process, contact the Classics Chair.

495 Independent Study Permission of the instructor required.

Greek

101 Beginning Ancient Greek 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 Beginning Ancient Greek 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 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 selec-

tions vary: they may be centered on the production of a single author, or organized around a cultural theme, literary genre, or historical event. Authors and topics are changed each semester; contact the professor for specifics. *Prerequisite: GRK 101, 102, and 201, or equivalent. May be repeated for credit.*

Latin

101 Beginning Latin 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 Beginning Latin 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 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. Authors and topics are changed each semester; contact the professor for specifics. *Prerequisite: LAT 101, 102, and 201, or equivalent. May be repeated for credit.*

COMMUNICATION STUDIES

Professor: Kristine Bartanen; Derek Buescher; Dexter Gordon; Renée Houston, *Associate Dean for Experiential Learning and Civic Scholarship*; James Jasinski; A. Susan Owen, *Program Director, Center for Speech and Effective Advocacy*

Associate Professor: Bianca Wolf, *Chair; Nicholas Brody*

Assistant Professor: José Ángel Maldonado

Visiting Assistant Professor: Anna Valiavska

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 within 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, 346, 347, 348, 350, 351, 360, 361, 368, 370, 381, 384, 399, 422, 444, 450, 460, 461, 482, 498 to include at least one elective unit at the 400-level; once requirements for #3 and #4 above have been met, additional courses from 330, 331, 343, 344, or 373 may be counted as an elective.
6. Only one 200 level elective and one unit of COMM 498 may be counted toward the major.

Requirements for the Minor in Communication Studies

Completion of 5 units, to include: COMM 230 and 240; three additional elective units from the 100-, 200-, or 300-level courses (at least two of which are 300-level courses). Theory (343, 344, 373) and Methods (330, 331) courses can also count as elective units. A single unit of COMM 150-189 elective can count toward the minor if completed in the freshman or sophomore year. Students who have not completed COMM 150-189 by the beginning of their junior year should start the minor with either COMM 230 or 240.

Notes on the Major and Minor

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. 400-level courses are for majors only.
3. 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.
4. Students may apply no more than one course to both core and Communication Studies minor requirements.
5. Students may apply up to two approved courses of study abroad credit toward their Communication Studies major.
6. Minors are required to have a secondary advisor in Communication Studies and meet with their advisor upon declaration of the 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10)*. *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 143 Controversies of Communication and Technology
SSI1/SSI2 144 Constitutional Controversies
SSI1 162 Colonialism and Films

Other courses offered by Communication Studies Department faculty. See *Connections in the Core Curriculum section of this Bulletin for Connections course descriptions (page 24)*.

AFAM 346 African Americans and American Law
Satisfies the Connections core requirement.
CONN 340 Gender and Communication
Satisfies the Connections core requirement.
HUM 320 Digital Humanities
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. Satisfies the Social

Scientific Approaches core requirement. *Prerequisite: first-year or sophomore only, or by instructor permission. Offered frequently.*

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, culture, conflict, race, gender, work-life balance, and technology. 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. Prerequisite: first-year or sophomore only, or by instructor permission. Offered frequently.*

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 frequently.*

171 Introduction to American Civic Rhetoric This course uses rhetorical and argumentation theory to introduce students to the discipline of Communication Studies. Students gain foundational understanding of the concepts, theories, and methods related to the study of American civic rhetoric. The course begins with a brief introduction to key concepts in rhetorical studies and then examines key examples of American civic rhetoric that have shaped the political culture of the United States throughout its history. *Prerequisite: first-year or sophomore only, or by instructor permission. Satisfies the Humanistic Approaches core requirement. Offered every other year.*

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 competing 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 frequently.*

190 Introduction to Film Studies: Transnationalism and Modernity

This course introduces the Communication Studies discipline through the interpretation and analysis of cinema across historical, geographic, linguistic, and cultural contexts. Students will come away with a foundational understanding of the power of visual media in the form of film, as well as a variety of critical approaches used in communication inquiry. The course begins by surveying introductory readings in the study of film. The course then transitions toward explorations of film as a vehicle of visual communication throughout 20th-century globalization. The course concludes by discussing the present and future of cinema in the Digital Age. Students are expected to engage in conversations that question contemporary global cartography in both, the historical and technological development of cinema, as well as the implicit politics found in visual representations of other cultures. *Satisfies the Humanistic Approaches core requirement. Prerequisite: first-year or sophomore only, or by instructor permission. Offered frequently.*

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 commu-

nication, 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. *Prerequisite: Completion of or concurrent enrollment in COMM 230. Offered occasionally.*

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 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. Prerequisite: sophomore standing required. Offered frequently.*

292 Intercollegiate Debate 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 Theory This course offers a focused review of organizational communication in terms of historical roots, metatheoretical commitments, conceptual and theoretical approaches, and contemporary research. The first half of the course is devoted to a consideration of the organizational communication discipline in terms of history, metatheory and methodology, and important conceptual and theoretical approaches to understanding organizing and organizations. The second half of the course is devoted to discussions of a range of contemporary research on specific topics that are currently of interest to organizational communication scholars. Topics include, but are not limited to work-life balance, emotional labor, power, and resistance in organizations. *Prerequisite: COMM 160 recommended. Offered frequently.*

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: completion of COMM 240, majors only. COMM 291 recommended. 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, and completion of or concurrent enrollment in COMM 240 or 373.*

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 frequently.*

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 frequently.*

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*. *Prerequisite: junior or senior standing or permission of instructor; COMM 240 recommended. Offered every third year.*

344 Rhetorical Theory Rhetorical Theory is an advanced course that examines the evolution of rhetorical theory during the past twenty-five hundred years and the cultural forces that have given rise to variations in the classical paradigm. Students of the language arts, classics, philoso-

phy, 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 frequently.*

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 occasionally.*

347 Studies in Public Discourse

Contemporary Public Discourse This course analyzes the creation, reception, and impact of American public discourse over the last five decades. Course material focuses on the process of rhetorical advocacy as it occurs in key political and cultural events and significant public controversies. Through detailed analysis of message construction, the course enhances students' appreciation of the range of strategic choices available to public advocates, increases students' understanding of the limitations and constraints that confront public advocates, and nurtures students' ability to analyze and evaluate public discourse. Through the reconstruction and analysis of important episodes and controversies in recent American history (including decisions to drop the atomic bomb, the cold war, Vietnam, civil rights, and feminism), the course develops students' knowledge of the role of public discourse in historical events and illustrates the relationship between rhetorical practice and American public culture. *Recommended: previous work in rhetorical studies (COMM 240, 343 or 344). Offered every three years.*

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, 343 or 344). Offered occasionally.*

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 occasionally.*

350 Family Communication Many orientations to the social world are formed from our experiences that extend from family identities; in particular, the ways individuals relate and communicate with others are profoundly affected by our familial relationships. Furthermore, understanding the family as a communication system is imperative in an era when family issues are at the forefront of national concerns in governmental, educational, health, and religious arenas. This class regards the examination of “family” as fundamental to a comprehensive understanding of relational communication. This upper level course is intended to help students understand how communication helps people develop, maintain, enhance, or disturb family relationships. Students learn to think, write, and speak critically about what “family” means, and about the various forms, functions, and processes of family communication. This course is designed to help students better understand family communication in their own lives, both theoretically and practically. *Prerequisite: completion of or concurrent enrollment in COMM 230. Offered occasionally.*

351 The Dark Side of Interpersonal Communication This is an advanced relational course, ideal for students who have previous exposure to relational theory and constructs. This course introduces a variety of ‘dark side’ topics and issues that are often neglected as important phenomena in the scope of human relationships. The course includes a critical examination of the ‘dark side’ of communication moving beyond the Pollyanna-like perspectives that pervade much of interpersonal communicative research, (i.e., be attractive, open, honest, good-humored, etc.) in an attempt to achieve a more realistic and balanced view of human interaction. *Offered occasionally.*

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

361 Organizing Difference Using a variety of different organizational lenses (e.g. culture, workgroup, and agent), students learn to think through how social identity issues materialize in modern organizational policy and practice. Course materials encourage students to take the role of diverse organizational agents as they face ethical dilemmas in examining contemporary social identity issues such as gender, race, class, and age. Students can expect a variety of theory and application integration through intensive class discussion, reflective and analytic writing assignments and a final research project. The goal of the course is to encourage students to identify issues of organizational power and practices of oppression, particularly as these practices may result in disparate material consequences of economic health and well-being.

Satisfies the Knowledge, Identity, and Power graduation requirement. Offered occasionally.

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 approaches 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. *Offered occasionally.*

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. *Cross-listed with AFAM 370. Prerequisite: junior or senior standing. Offered frequently. Satisfies the Knowledge, Identity, and Power graduation requirement.*

372 Contemporary Media Culture: Deconstructing Disney The course focuses on critical understanding and evaluation of Disney as a constitutive element of contemporary culture both in the United States and globally. Through analysis of Disney animated films, Disney corporate reach and marketing, and Disney theme parks (“Where dreams come true”) students engage questions highlighted by Henry Giroux about Disney, “such as what role [Disney] plays in (1) shaping public memory, national identity, gender roles, and childhood values; (2) suggesting who and what qualifies as an agent; and (3) determining the role of consumerism in American Culture and around the globe” (*The Mouse that Roared*, p. 10, 2010). The course draws heavily on literature and theory from rhetorical criticism, media criticism, and cultural studies to engage the textual productions of Disney, Disney’s historical location in U.S. culture, Disney’s corporate structure and self-presentation, and its experiential vacation through theme parks, resorts, and vacation clubs. Disney broadly, and its theme parks specifically, offers highly orchestrated and managed immersive entertainment spaces. A clearer understanding of Disney cultural reach allows the course to enter discussions about citizenship, identity production including race, gender, ethnicity, and nationalism, labor and capital flow, ideology and interpellation, cultural appropriation and homogenization, consumerism and commodification, hyperreality, narrative, and resistance. *Satisfies the Knowledge, Identity,*

and Power graduation requirement. *Prerequisite:* COMM 240. Offered occasionally.

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.

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. *Prerequisite:* completion of or concurrent enrollment in COMM 230 or 330. Offered occasionally.

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. *Prerequisite:* completion of or concurrent enrollment in COMM 230 or 240 (based on course approach) or permission of instructor. Offered occasionally.

399 Supervised Research Variable credit 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.

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 and Queer Studies. *Prerequisite:* COMM 240; Communication Studies major or permission of instructor. Offered occasionally.

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:* Communication Studies major or permission of instructor. Offered occasionally.

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.

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; Communication Studies major or permission of instructor. Offered occasionally.

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; Communication Studies major or permission of instructor. Offered occasionally.

482 Communication In Personal Relationships: Online & Off This advanced course focuses on describing, explaining, and predicting communication processes that occur within the context of close relationships, with a focus on the effects of technology on these processes. The field of personal relationships is interdisciplinary, with scholars from areas such as communication, family studies, and social psychology all contributing to knowledge about communication in relationships. Similarly, mediated communication research is conducted by scholars in various fields – including communication, computer science, and sociology. Therefore, this course emphasizes communication but also includes concepts and theories from other fields. The overall goal of the class is to help students better understand some of the factors affecting relationships and technology, and to appreciate the impact of communication on their relationships in a variety of contexts. *Prerequisite:* COMM 230 and 330 or 331; Communication Studies major or permission of instructor. Offered occasionally.

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.

COMPUTER SCIENCE

Students interested in a major or minor in Computer Science should consult the Mathematics and Computer Science section in this *Bulletin*.

ECONOMICS

Professor: D. Wade Hands; Bruce Mann (emeritus); Garrett Milam, *Chair*; Kate Stirling; Matt Warning

Associate Professor: Andrew Monaco (on leave Fall 2019)

Assistant Professor: Lea Fortmann; Isha Rajbhandari; Peter Sullivan

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 international political economy, politics and government, or business. The BS degree is designed for students with strong 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.

General Requirements for the Major or Minor

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

Requirements for the Major

Bachelor of Arts Degree

- Completion of a minimum of nine units to include
 - ECON 101, 102, 284, 301, 302, and 411;
 - Three economics electives at the 200-level or above, at least one of which must be 300-level or above. BUS 431 or BUS 432 may be counted as one of the three electives;
- MATH 160 or 260 (or an equivalent statistical methods course with approval of the Economics Department).
- MATH 170, 180, 181, or 280.

Bachelor of Science Degree

- Completion of a minimum of nine units, to include
 - ECON 101, 102, 284, 301, 302, 391, and 411;
 - Two economics 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 two electives;
- MATH 160 or 260 (or an equivalent statistical methods course with approval of the Economics Department);
- Calculus through multivariate, MATH 280.

Requirements for the Minor

Completion of five units to include

- ECON 101 and 102;
- Three 200-level or above economics electives, to include at least one course at 300-level or above.

Notes for Majors and Minors

- With prior approval from the Economics Department, one unit of ECON 495/496 may be counted toward the electives.
- Only courses for which the student has received a C or better can count for the major or minor.
- The economics department reserves the option of not applying courses more than 6 years old to a major or minor.
- Students who study abroad may apply two approved electives toward their Economics major.
- Students contemplating graduate school in economics should take three semesters of calculus and linear algebra at a minimum and should include probability theory and differential equations if possible.
- Students should take at least one 200-level economics course before enrolling in ECON 301 or 302.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this *Bulletin* for course descriptions (page 10).

SSI1 173 Alexander Hamilton's America: The Political Economy behind the Musical

Other courses offered by economics department faculty. See *Connections in the Core Curriculum* section of this Bulletin for *Connections* course description (page 24). Note: *Connections* courses offered by economics faculty do not count for the major or minor.

CONN 345 Economics of Happiness

Satisfies the Connections core requirement.

CONN 481 Gamblers, Liars, and Cheats

Satisfies the Connections core requirement.

CONN 410 Science and Economics of Climate Change

Satisfies the Connections core requirement.

101 Introduction to Markets and Macroeconomics This is the first course in the economics two-semester introductory sequence. It introduces students to the market model and macroeconomics. Topics explored in the market model unit include supply and demand, incentives, opportunity cost and comparative advantage. Topics in macroeconomics include national income determination, inflation, unemployment, fiscal and monetary policy and key macroeconomic institutions. *Satisfies the Social Scientific Approaches core requirement.*

102 Introduction to Behavior and Choice This is the second course in the economics two-semester introductory sequence. It introduces the student to the microeconomic concepts of consumer choice, demand theory, consumer and producer surplus, the theory of the firm, perfect competition and market failure. *Prerequisite: ECON 101. Offered each semester.*

199 Sound Economics 0.25 unit activity credit This course is an activity credit where students participate in Sound Economics, a student-run economics blog. Students become familiar with the style and technique for academic blog writing, ultimately producing weekly articles which generate novel content, engage in current economic events, and synthesize economic ideas from the literature and the broader economic blogosphere. Weekly meetings are required to promote economic discussions, participation in peer review, workshopping writing skills, and the promotion and management of Sound Economics itself. *Prerequisite: ECON 101 and 102 (can be concurrent) and permission of instructor. Course can be repeated for credit. Offered each semester.*

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 101 or permission of the instructor.*

221 History of Economic Thought The development of economic thought from late eighteenth century to the early twentieth century. 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 101 and 102 or permission of instructor. Offered each year.*

225 Environmental and Natural Resource Economics This course introduces economic perspectives on modern environmental issues. Students study economic theories related to natural resources and the environment. The first half of the course focuses on general concepts and theory, including markets and market failures, non-market valuation, benefit-cost analysis, and dynamic optimization of resource use over

time. The second half shifts to applications including renewable and non-renewable resources, pollution, global climate change, fisheries, water, and concepts of sustainability. *Prerequisite: ECON 101 or permission of the instructor. Offered each year.*

240 Economics of Migration This course introduces students to the economics of interregional and international migration. The tools of microeconomics are applied to understand the theoretical and empirical aspects of migration decisions and their implications on regional growth. Using economic models the course explores and understands the causes and effects of migration on receiving and sending regions. While this course primarily focuses on interregional and international migration in the United States, it also includes additional discussions on current applications and topics concerning migration issues in other countries in the world. The final section of the course includes a discussion on immigration policies in the U.S. and abroad and the issues concerning them. *Prerequisite: ECON 101 and ECON 102.*

241 Regional and Urban Economics The tools of microeconomics are applied to understand the theoretical and empirical topics in urban and regional economics. The course begins with a discussion about the different definitions of regions, followed by topics on location theory of firms, labor markets, and household migration decisions. The second part of the course focuses on the urban sector of the economy exploring urban growth, land-use patterns, and externalities associated with urban areas. The final section of the course includes a discussion on regional economic policies and its implications on economic growth. *Prerequisite: ECON 101 and ECON 102 or permission of the instructor. Offered each year.*

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 101 and 102 or permission of instructor. Offered each year.*

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 101 or permission of the instructor. Offered each year.*

268 Development Economics In this course, students acquire empirical skills to analyze critical issues in global development. Students apply simple quantitative tools to data from low-income countries to examine the economic strategies of households and the policy choices of governments. Examples range from using household-level data to identify the effect of central government policies on poverty and inequality in Mexico to examining how market failures and unremunerated household labor lead to underinvestment in the education of girls and women. Other topics covered include how the choice of a human development measure affects economic policy, how individuals and households make migration decisions, how population policy affects—or doesn't affect—fertility choices, how to accurately identify the causal impact of development projects and whether microfinance helps participants escape poverty traps. The course draws heavily on the book *Poor Economics*

for rich narratives about the lives of the poor and for recent insights from behavioral economics that can inform development policy. While Microsoft Excel is the main empirical tool, no experience with Excel is assumed. *Prerequisite: ECON 101. Offered Spring term.*

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 101 or permission of the instructor. Offered each year.*

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 101. Offered each year.*

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 101, 102, at least one 200-400-level economics course, and MATH 160. Offered each semester.*

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 101 and 102. Offered each year.*

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 101 and 102 or permission of the instructor. Offered each semester.*

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 101 and 102 or permission of the instructor. Offered each semester.*

327 Climate Change: Economics, Policy, and Politics Global climate change is considered by many to be the most significant environmental challenge of the 21st century. Unchecked, the continued accumulation of greenhouse gases over this century is projected to eventually warm the planet by about 6 to 14°F, with associated impacts on the environment, economy, and society. This course explores the economic characteristics of the climate change problem, assesses national and international policy design and implementation issues, and a survey of the economic tools necessary to evaluate climate change policies. It is largely discussion-oriented and thus requires a high degree of participation by students in the classroom. *Prerequisite: ECON 101. Crosslisted as ENVR 327. Offered every other year.*

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 101 and 102. Offered fall semester only.*

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 101 and 102 or permission of the instructor. Offered frequently.*

341 The Economics of Online Dating This course develops the connections between economic theory and the online dating market. Economic techniques are used to examine unique features of the online dating market, such as the significance of market thickness, the prevalence of cheap talk, and search theory. Features of the online dating market are explored to simultaneously provide insight on more broadly applied economic principles including adverse selection, network externalities, and matching markets. The course emphasizes microeconomic theoretical techniques to model these phenomena. *Prerequisite: ECON 101 and 102 or permission of instructor. Offered frequently.*

351 Industrial Organization: Market Structures and Strategic Behavior The meaning and significance of competition is developed from a variety of theoretical perspectives. The theory of the firm is developed, and the activities of firms in various market settings (competitive, monopolistically competitive, oligopolistic, and monopolistic) are analyzed. The impact of firm behavior on social welfare is also discussed. Substantial emphasis is placed on game theoretical models and their applications, including collusion, product differentiation, entry deterrence, and dynamic firm interaction. *Prerequisite: ECON 101 and 102, MATH 170 or 180, or permission of instructor. Offered frequently.*

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: ECON 101 and 102, and one course in Philosophy, or permission of instructor. Offered each year.*

380 Game Theory in Economics Game theory is a technique for modeling and analyzing strategic decision-making processes in a world of interdependence. Game theoretic techniques are based on strategic interdependence, recognizing that an individual entity's payoff is dependent on the actions of others including consumers, producers, and regulators. The major focus of this class is to introduce and develop the tools of game theory for application to a variety of economic topics such as auctions, investment decisions, competitive behavior, trade, and environmental negotiations. *Prerequisite: ECON 101 and 102. Offered each year.*

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 101 and 102, MATH 160, or permission of instructor. Offered each year.*

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 101, 102, and 284. Offered each year.*

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 spring 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. Note: Performance on a standardized field exam in economics constitutes one component of the senior research seminar. *Prerequisites: ECON 101, 102, and 301. 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.*

EDUCATION

Professor: Terence Beck; Ellen Carruth; Frederick Hamel; Amy Ryken, *Dean*

Assistant Professor: Heidi Morton

Instructor: Betsy Gast (fall 2019 only)

Clinical Instructor: Molly Pugh; Mary Kokich Boer

About the School

The School of Education engages in the preparation and continuing development of competent professionals in education education by building professional knowledge and skills, designing meaningful learning opportunities, and fostering collaborative relationships at the intersections of public schools, mental health agencies, and the university. The School of Education offers a minor in Education Studies for undergraduate students. The Education Studies minor is grounded in a social justice perspective with many courses that engage students in working in local public schools.

The School of Education offers two graduate programs; the Master of Arts in Teaching (M.A.T.) and the Masters of Education in Counseling (MEd). Graduate students engage in sustained experiences in public schools or mental health agencies; reflect on and consider connections between clinical experiences and university classroom learning, and receive support and mentoring by faculty members and mentors in pub-

lic schools or mental health agencies, who have extensive experience working with youth and adults.

The Master of Arts in Teaching qualifies graduates for teacher certification. The Master of Education in Counseling qualifies graduates for the Educational Staff Associate Certificate in school counseling and/or work in social service and mental health agencies. Programs leading to professional certification of teachers and school counselors are approved by the Professional Educator Standards Board.

Partnership with African American Studies and the Race & Pedagogy Institute

The School of Education, Race and Pedagogy Institute, and African American Studies work together to prepare students for careers in teaching and counseling grounded in social justice. Our partnership and grounding are motivated by historical and demographic underrepresentation of people of color in these professions and the need for meaningful, cultural representation and cultural responsiveness in teacher and counselor education in the specific context of Tacoma's urban education environment as representative of national educational contexts. The mission of the Race and Pedagogy Institute is to educate students and teachers at all levels to think critically about race, to cultivate terms and practices for societal transformation, and to act to eliminate racism. By intentionally bringing together different assumptions and sharing goals, framing assumptions, and curriculum structures, we collectively interrogate curriculum and develop partnership and co-teaching opportunities.

EDUCATION STUDIES MINOR

Advisory Committee: Terence Beck, *Education*; Tim Beyer, *Psychology*; Monica DeHart, *Sociology & Anthropology*; Dexter Gordon, *African American Studies*; Frederick Hamel, *Education*; Amy Ryken, *Education*

About the Program

The Education Studies minor is grounded in social justice and teaches students to question their own biases and social location and inequities that shape individuals, interpersonal interactions, and institutions, in order to acknowledge the full humanity of students, families, educational personnel and other stakeholders. Students experiencing the Education Studies minor use theory and experience to critically consider how educational policy and classroom practices materially impact the learning opportunities available to P-12 students. The Education Studies minor is appropriate for students who want to explore or pursue careers in teaching, counseling, social work, and/or community activism.

Streamlined Admission Process to Master of Arts in Teaching (M.A.T.) Program

University of Puget Sound students in good standing who are Education Studies minors, Bachelor of Music in Education majors, and majors in other areas will be reviewed through a streamlined admission process.

General Requirements for the Minor

General university degree requirements stipulate that 1) three units of the minor be taken in residence at the University of Puget Sound; 2) students earn a GPA of 2.0 in courses taken for the minor; and 3) all courses taken for the 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 at least 5.5 units to include:

1. Any two of EDUC 290, 292, 294, 295, 296, and 298 (0.5 units)
2. EDUC 419 and 420 (2.0 units)
3. EDUC 493* (1 unit)
4. At least two units from among the following courses:
 AFAM 101 Introduction to African American Studies
 AFAM 201 Methods in African American Studies
 AFAM 205 Survey of African American Literature
 AFAM 346 African Americans and the Law/Constitution
 AFAM/COMM 370 Communication and Diversity
 AFAM 401 Narratives of Race
 PG 304 Race and US Politics
 PG 314 US Public Policy
 PG 346 Race in the American Political Imagination
 PSYC 220 Development Psychology: Prenatal through Childhood
 PSYC 221 Development Psychology: Adolescence through the End of Life
 PSYC 222 Lifespan Development (cannot be taken with PSYC 220 or 221)
 PSYC 225 Social Psychology
 REL 307 Prisons, Gender, and Education
 REL 211 Islam in America
 SOAN 301 Power and Inequality
 SOAN 305 Heritage Language and Language Policies
 SOAN 310 Critiquing Education
 SOAN 370 Disability, Identity, and Power

Notes

*Prior to 2018-19, this course/requirement was offered as 491/492.

For Requirement 4, students may choose to take both courses in the same department or select courses across departments. Students are encouraged to take more than two courses from the list as a way of broadening their perspectives on educational issues.

Course Offerings

EDUC 290, 292, 294, 295, 296, and 298 rotate over a three-year period with one offered each semester. EDUC 419 and 420 are offered each semester of the academic year. The capstone sequence course EDUC 493 is offered in the Spring term only.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI 2 117 Coming Out! The Gay Liberation Movement

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.*

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.*

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 in educational settings with students living in poverty. *Offered every other year.*

295 White Teachers Teaching Children of Color .25 unit The history of legislated and de facto everyday white supremacy in public schooling and social life has created a highly segregated teaching force. Most U.S. teachers are white, middle-class, monolingual females who grew up in predominantly white communities. Teachers of color are dramatically under-represented in the teaching force, and children of color have very limited representations of their racial identity throughout their schooling experience. White teachers are thus currently over-represented in public schools, often with little experience engaging in and among communities of color, as they work with an increasingly racially diverse student body. The central work of this course is to center race as a lens for understanding miseducation in American schooling. Through shared discussion, reading, and engagement in public school communities, students confront the assumptions of whiteness in U.S. schooling and seek to unlearn socialized assumptions about race. Students will reflect on classroom and community learning, as well as personal experiences, to develop and apply strategies and action steps that promote equity in learning contexts. *Offered every other year.*

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. Students consider how to best use such books with pre-college students. Successful completion of this course requires a commitment to spend regular time working with youth. *Offered every other year.*

298 Using Primary Sources to Teach for Social Justice 0.25 unit Teaching about the past tells us where we came from and provides a narrative that communicates who "we" are. Using primary sources with K-12 students is often touted as one of the best ways to shape inclusive narratives while developing reading, writing, and critical thinking. And yet, primary sources are rarely used at the pre-college level. This class is designed to introduce students to using primary documents to help K-12 students understand alternative perspectives of the past. While many perspectives are marginalized in K-12 classrooms, few experience the silence that surrounds LGBTQ people. By using the Archive of Sexuality

and Gender, students learn about LGBTQ history and discover valuable primary sources for use with K-12 students, and create a plan for using these sources with K-12 students. Successful completion of this course requires a commitment to spend regular time working with youth in a volunteer setting. *Offered every other year.*

419 American Schools Inside and Out This course focuses on the ways in which educators, politicians, and the public view the state of American schools. This course contrasts central issues of schooling as seen from the “outside” political domain and the “inside” experience of students. In particular, the course addresses how issues of race and social as well as economic inequality surround current debates over the best way to improve schools in the 21st century. This course is intended both for prospective teachers and for students interested in examining critically the policies that shape one of the key institutions in American society. Required for the Education Studies minor and for admission to the M.A.T. program. *Satisfies the Knowledge, Identity, and Power graduation requirement. Offered each semester.*

420 Multiple Perspectives on Classroom Teaching and Learning The central topic of this course is the ways teachers view learning, instruction, classroom organization, and motivation. This course takes a micro-analytical approach focusing on classroom interactions and how a teacher plans for a range of student interests, experiences, strengths, and needs. Students in the course consider 1) how the teacher inquiry cycle of planning, teaching, and reflecting supports teacher identity development and improves instruction, and 2) how the interactions between teachers and students, and amongst students, are located at the intersections of issues of knowledge, identity, and power. Required for the Education Studies minor and for admission to the M.A.T. program. *Satisfies the Knowledge, Identity and Power graduation requirement. Offered each semester.*

493 Teacher Research Practicum This is a required, school-based placement that students typically take in their senior year. Students are placed in classrooms with a teacher who is examining a “problem of practice”. Students assist the teacher by gathering data related to the teacher’s question(s), analyzing the data, and presenting what they find to the teacher. The School of Education builds off of decades of contacts with local districts to individually tailor placements. Students meet on a regular basis to discuss their placements and their work in the schools. *Offered spring term only.*

MASTER OF ARTS IN TEACHING PROGRAM

Philosophy

The School of Education offers teacher certification as part of a Master of Arts in Teaching (M.A.T.) program for students who have completed a liberal arts baccalaureate degree. The University of Puget Sound’s Master of Arts in Teaching (M.A.T.) program is designed to prepare educators in the liberal arts tradition who are able to make knowledgeable decisions about their professional practice. Using a reflective, collaborative and justice-oriented approach we prepare teachers who create productive learning environments, critically reflect on their teaching and student learning, and interrogate their own biases and confront inequities in schools. M.A.T. candidates develop the capacity to consider teaching and learning from multiple perspectives, to build on the strengths and address the needs of diverse learners, and to navigate the complexity of schools. The requirement that entering candidates have devoted four years to a liberal arts course of study, including a specialized major, ensures that students bring strong academic backgrounds

to their professional training, which will give perspective, intensity, and flexibility to their teaching.

M.A.T. candidates engage in an ongoing inquiry cycle of planning, teaching, and assessing student learning and growth in local public schools, apply best professional practice with specific learners in local schools, and choose courses of action that are effective for the children and communities they serve. The program supports candidates to be critics of their own teaching so that they will continue to improve over the course of their career.

Professional Certification

The University of Puget Sound has been approved by the Professional Educators Standards Board to offer programs leading to professional certification for teachers and school counselors. Persons obtaining certification for the first time in the state of Washington must meet requirements for moral character and personal fitness, established by the state Board of Education. Complete details on certification can be obtained through the certification office in the School of Education.

Teaching Endorsements

Students interested in teaching should complete a major or minor or five units of coursework in an endorsement area. Students are strongly encouraged to acquire a second endorsement through a minor or additional study. All M.A.T. students must pass the state mandated WEST-E or NES assessment for an endorsement in the teaching area of their choice prior to admission to the program. Candidates planning to teach in grades 5-8 of the elementary level are encouraged to seek a major in a core subject area (English, History, Science, Math). Complete lists of the competencies for each endorsement are available from the School of Education. The following is a list of available endorsements offered by the University of Puget Sound and approved by the state of Washington. Students must have a cumulative grade point average of 2.5 or higher in each endorsement area.

- Biology
- Chemistry
- Elementary Education
- English/Language Arts
- History
- Mathematics
- Music-Choral
- Music-General
- Music-Instrumental
- Science
- Social Studies

Streamlined Admission Process to Master of Arts in Teaching (M.A.T.)

University of Puget Sound students in good standing who are Education Studies minors or Bachelor of Music in Education majors will be reviewed through a streamlined admission process. These applicants should submit only the application (leave essay questions blank) and supplemental testing requirements. Additional admission materials may be requested by the School of Education admission committee at its discretion.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the School of Education and the Dean of Graduate Studies. All graduate programs in the School of Education require a minimum of eight (8) units of graduate credit which must be taken for letter grades. No P/F grades are permitted, unless a course is mandatory P/F. Unless

otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to 2 units of independent study may be applied toward the degree.

No more than two courses with C grades, or a maximum of 2 units of C grades, may be counted toward a degree, subject to School approval. Grades of D and F are not used in meeting graduate degree requirements but are computed in the cumulative grade average.

A candidate falling below a 3.0 grade average or receiving a grade lower than C will be removed from candidacy or be placed on probation. When candidacy is removed for any reason, the student may not register for additional degree work without the prior approval of the Academic Standards Committee.

Students who violate the ethical standards observed by the academic and professional community may be removed from candidacy. Such standards are delineated in the codes of the National Association of Secondary School Principals, the National Association of Elementary School Principals, the American Counseling Association, and chapter 181-87 of the Washington Administrative Code.

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.

Course of Study

Fall Semester**

Elementary

- 613 (1.0 unit) School Practicum
- 614 (0.5 unit) Introductory Professional Issues
- 616 (2.5 units) Elementary Curriculum and Instruction

Secondary

- 613 (1.0 unit) School Practicum
- 614 (0.5 unit) Introductory Professional Issues
- 618 (1.5 units) Learning and Teaching in the Subject Areas
- 620 (1.0 unit) Adolescent Identities, Literacies, and Communities

Spring Semester

- 615 (1.5 units) Professional Issues Seminar: Documenting and Differentiating Instruction
- 622 (2.0 units) Student Teaching

Summer

- 628 (0.5 unit) Centering Race and Unlearning Racism
- 629 (1.0 unit) Engaging Teaching Dilemmas to Foster Culturally Responsive Practice

Notes

**EDUC 419 American Schools Inside and Out and EDUC 420 Multiple Perspectives on Classroom Teaching and Learning are required prerequisites for admission into the M.A.T. Program.

Program Goals

M.A.T. students should develop the capacity to see complexity, appreciate diversity, develop multiple explanatory systems, and manage on multiple levels simultaneously. The intent of the Master of Arts in Teaching program is to prepare teachers who are reflective, collaborative and justice oriented, who

1. cultivate active critical reflection and questioning—to learn from practice, to improve practice, and to support teacher learning as a life-long process of growth;

2. create productive and challenging learning environments—to support and assess student intellectual, social and emotional growth, active engagement, and sense of belonging;
3. interrogate their own biases and social location—to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.

Learning, Teaching, and Leadership Master's Program 8-8.5 units

A student admitted to the M.A.T. program, who later decides not to complete the preparation for classroom teaching, may consider completion of the Learning, Teaching, and Leadership Master of Education degree. A decision to undertake the Learning, Teaching, and Leadership program is made in consultation with the School of Education faculty and is generally made in the spring semester of the M.A.T. program. The program of study blends the fall semester M.A.T. courses with the core of the Master of Education program and other specially selected courses:

- 601 (1.0 unit) Program Evaluation and Assessment
 - 632 (0.5 unit) Introduction to Counseling and Interpersonal Communication
(another course could be substituted for EDUC 632 with advisor approval)
- or*
- 628 (0.5 unit) Centering Race and Unlearning Racism
 - 695 (0.5 to 1 unit) Independent Study
 - 697 (0.5 to 2 units)

Master of Arts in Teaching Course Offerings

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

613 School Practicum This school-based experience accompanies the elementary and secondary curriculum and instruction courses. M.A.T. students observe and participate in elementary and/or secondary classroom teaching and learning experiences. *Offered fall term only.*

614 Introductory Professional Issues 0.5 unit This seminar involves weekly meetings in which students examine a range of issues emanating from school-based experiences. In addition, the course fulfills specific Washington Administrative Code (WAC) requirements for teacher preparation. Students hear selected speakers on professional topics related to sexual harassment, appropriate relationships and touch in school, school contract law, IEP/504 students, and child neglect/abuse. *Offered fall term only.*

615 Professional Issues Seminar: Documenting and Differentiating Instruction 1.5 unit This seminar serves as a collaborative professional forum for reflection about student teaching experiences. Students focus on the continuous link among planning, instruction, and various ways of documenting student growth, and using student artifacts as a source of assessment and shaping of instruction. Prerequisite: EDUC 419, 420. *Offered spring term only.*

616 Elementary Curriculum and Instruction 2.5 units This course focuses on learning and teaching in elementary classrooms and becoming an elementary teacher. Students consider the tension between giving full attention to each subject area, integrating across subject areas, and meeting students' developmental needs. Through an analysis of current research, theories of learning, and informed classroom practices, students prepare lesson plans, teach, assess, and reflect on student learning. Students research and prepare an integrated unit plan. An inte-

grated course structure is used; students study adjacent subject areas examining similarities and differences. *Offered fall term only.*

Writing, Reading, and Social Science
Mathematics and Science
Music and Visual Arts
Physical Education and Health

618 Learning and Teaching in the Subject Areas 1.5 units In this course students develop knowledge and a reflective stance toward teaching in the secondary content area. Focusing on understanding the various ways in which adolescents engage with content area learning, students plan, teach, assess and think reflectively about curriculum. *Prerequisite: EDUC 419, 420. Offered fall term only.*

620 Adolescent Identities, Literacies, and Communities This course aims to prepare secondary teacher candidates to better understand adolescent experiences within and beyond school, using a variety of critical lenses and perspectives. The course emphasizes engagement with diverse student communities, and seeks to interrogate common assumptions surrounding student abilities, motivations, and literacies. Participants work with adolescents throughout the term, engage readings, complete case studies, and work toward curriculum and instruction that more consciously includes every learner. *Offered fall term only.*

622A/B Student Teaching in Elementary/Secondary 2.0 units This course provides students the opportunity to assume the role of an elementary/secondary teacher for a 15-week period during the Spring semester. Students work cooperatively with a selected mentor teacher, with supervisory support from the university. Pass/fail only. This course is to be taken concurrently with EDUC 615, Professional Issues Seminar: Documenting and Differentiating Instruction. *Offered spring term only.*

628 Centering Race and Unlearning Racism The central work of this course is to center race as a lens for understanding education and mis-education in American schooling. Students engage the ongoing process of confronting and unlearning socialized assumptions about race and how these manifest in classrooms and in their own racialized identities. Students reflect on classroom teaching and learning experiences to develop and apply strategies and action steps that promote racial equity in learning contexts, engaging the following questions: How do I define my racialized identity? What does it mean to name and unlearn socialized assumptions, beliefs, and practices about race? How does individual, interpersonal, and systemic racism manifest in classrooms and schools? *Offered summer term only.*

629 Engaging Teaching Dilemmas to Foster Culturally Responsive Practice This masters project seminar uses reflective analysis to reconsider pedagogical dilemmas emerging from student teaching. In professional collaboration, students explore questions relating to culturally responsive teaching: What does it mean to be a culturally responsive and antiracist practitioner? How do my experiences and intersectional identities impact my cultural responsiveness? What actions can I take to interrogate my biases and social location and to contribute collaboratively to the ongoing work of equity? As a result of their exploration, students develop projects and consider implications and action steps for future practice. *Offered summer term only.*

MASTER OF EDUCATION PROGRAM

Philosophy

The M.Ed. program in Counseling is designed for individuals seeking to assume professional roles as school and mental health counselors. The M.Ed. program provides skills and knowledge that will enable students to adjust to changing circumstances that will affect their professional practice in the future. The program is intentionally designed to prepare mental health generalists. Program design is informed by the idea that all counselors, regardless of context (e.g., school building, mental health agency), benefit from developing a shared skill set related to active listening, understanding the behavior of others, developing interventions, and working with individuals, families, and larger systems.

Counseling Program Goals

The Master of Education in Counseling program prepares counselors who are reflective, collaborative, and justice-oriented practitioners, who

1. Engage in multiple contexts to promote the social emotional growth and development of individuals, groups, families, and organizations.
2. Critically and intentionally utilize multiple theories of counseling and human development and multiple sources of evidence to inform and develop their own practice and to promote growth and positive change.
3. Interrogate their own biases and social location to actively pursue culturally responsive practice and to contribute collaboratively to the ongoing work of equity.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the School of Education, the Dean of Graduate Studies, and the Academic Standards Committee. The program requires a minimum of fifteen (15) units of graduate credit. No P/F grades are permitted unless a course is mandatory P/F. Unless otherwise noted in the course description, courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to two (2) units of independent study may be applied toward the degree. Professional dispositions and expectations must be met in addition to course requirements.

Up to five (5) previously completed relevant graduate transfer units may be applied toward a degree if requested and approved at the time of application for acceptance as a degree candidate. Requests are reviewed and approved by the counseling faculty based on the extent to which the transfer courses are equivalent to those required in the Puget Sound counseling program. Applicants may be asked to provide evidence such as syllabi to demonstrate equivalency. Applicants receiving transfer credit may be required to complete additional competency assessments in order to meet CACREP standards. All students must take COUN 620, 621, 660 and 661 or 662 and 663 in residence.

Academic Standing

No more than two courses with C grades, or a maximum of two (2) units of C grades, may be counted toward a degree, subject to School approval. Grades of D and F are not used in meeting graduate degree requirements but are computed in the cumulative grade average.

A candidate falling below a 3.0 grade average or receiving a grade lower than C may be removed from candidacy or be placed on probation. When candidacy is removed for any reason, the student may not register for additional degree work without the prior approval of the Academic Standards Committee.

Students who violate the professional and ethical standards observed by the academic and professional community may be removed from candidacy. Such standards are delineated in the codes of the American Counseling Association, American School Counseling Association, and chapters 181-87 of the Washington Administrative Code.

Degree Completion

Once degree candidacy has been granted, a student is expected to complete all degree requirements within six (6) years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

Program Requirements

- 605 Professional Orientation and Ethical Practice (1 unit)
- 610 Cognitive Behavior Therapy (1 unit)
- 615 Humanistic Therapies (1 unit)
- 620 Practicum in Counseling (0.5 unit)
- 621 Practicum in Counseling (0.5 unit)
- 630 Research and Program Evaluation (1 unit)
- 635 Psychopathology (1 unit)
- 640 Group Counseling (1 unit)
- 645 School Counseling (0.5 unit)
- 646 Developmental Counseling (0.5 unit)
- 650 Promoting Social Justice through Culturally Sensitive Counseling (1 unit)
- 655 Assessment in Counseling (0.5 unit)
- 656 Career Development (0.5)
- 660 Internship in School Counseling (1.5 units) or 662 Internship in Mental Health Counseling (1.5 units)
- 661 Internship in School Counseling (1.5 units) or 663 Internship in Mental Health Counseling (1.5 units)
- 670 Counseling Leadership and Advocacy (0.5 unit)
- 675 Family Counseling (1 unit)
- 680 Capstone Seminar (0.5 unit)

Candidates for Certification Only Master of Education Course Offerings

Candidates who already hold master’s degrees from CACREP-approved counseling programs may pursue school counselor certification. These applicants must meet all admission requirements for degree candidacy and are admitted on a space-available basis. Individual programs of study are developed at the time the applicant is admitted, and the applicant must provide evidence of prior coursework and its equivalency to courses at Puget Sound. Most plans of study require a substantial number of courses and include a 600-hour internship in a K-12 setting.

Candidates may be required to complete additional assessments in order to meet CACREP requirements. Candidates must take COUN 660 and COUN 661 in residence.

Master of Education Course Offerings

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

605 Professional Orientation and Ethical Practice This course is designed to ground M.Ed. students in their professional counseling identity by examining the multiple professional roles and functions of counselors in a variety of settings and specialty areas. Legal and ethical standards of the profession are applied as students learn skills and characteristics of effective counseling considering levels of risk/crisis, developmental level and cultural context. Increased awareness of personal beliefs and values are integral to each student’s development as a counselor. *Offered fall term only.*

610 Cognitive Behavior Therapy A range of intervention strategies, both cognitive and behavioral, are studied and practiced. These include contingency management, desensitization, modeling, reality therapy, motivational interviewing, and various types of cognitive therapy. *Prerequisite: COUN 605 or concurrent enrollment. Offered fall term only.*

615 Humanistic Therapies Foundational affect-oriented theories are compared and built upon: Person-Centered and Gestalt Therapies with additional focus on Transactional Analysis, Narrative Therapy, Solution-Focused, and emerging approaches emphasizing mindfulness. These theories are philosophically rooted in the Humanistic-Existential school of thought and provide experience in major modes of therapeutic intervention: reflection, confrontation, interpretation, awareness and experiment. *Prerequisite: COUN 605 or concurrent enrollment. Offered fall term only.*

620 Counseling Practicum 0.5 unit This course is the first part of a two-semester, 100-hour clinical experience that offers students introductory exposure to and supervised practice in the broad scope of activities engaged in by counselors. During the first semester, students develop basic counseling skills; examine attitudes, values, and beliefs that enhance the helping process; acclimate to their practicum sites; and provide counseling services to a small caseload of clients. Weekly supervision is provided by site mentors and program faculty. Students present and review recordings and give and receive feedback on counseling skills. In-progress and pass/fail grading. *Offered fall term only.*

621 Counseling Practicum 0.5 unit This course is the continuation of a two-semester, 100-hour clinical experience that offers students introductory exposure to and supervised practice in the broad scope of activities engaged in by counselors. Students will continue to work with clients and hone their basic counseling and case conceptualization skills developed in COUN 620. Weekly supervision is provided by site mentors and program faculty. Students present and review recordings and give and receive feedback on counseling skills. Successful completion of COUN 620 AND 621 is required in order to advance to internship placements. In-progress and pass/fail grading. *Prerequisite: COUN 620. Offered spring term only.*

630 Research and Program Evaluation This course is designed to provide a foundation in basic social science research methods, particularly as they pertain to counseling. Issues in research design, basic statistics, and systematic evaluation are stressed. Students learn how to read and understand research studies in order to develop an evidence-based practice and how to gather and use data in their own practices. *Offered spring term only.*

635 Psychopathology This course assists counselors in making accurate diagnoses and developing treatment and planning skills. The Diagnostic and Statistical Manual of the American Psychiatric Association provides the framework of study. *Offered spring term only.*

640 Group Counseling Students learn the theory and practice of group leadership by participating in and leading a growth-oriented group. Students practice skills and receive feedback on performance. *Prerequisite: COUN 605, COUN 615. Offered spring term only.*

645 School Counseling 0.5 unit This course orients students to the school setting by building competence in and understanding of the varied roles counselors take in K-12 comprehensive counseling and guidance programs. *Prerequisite: COUN 605. Offered spring term only.*

646 Developmental Counseling 0.5 unit This course examines the psycho-bio-social tasks in human developmental stages through the life span from a culturally responsive counseling perspective.

Education/Engineering, Dual Degree Program

Developmental counseling recognizes there are normative patterns of human development that can be impacted by a range of contextual variables—for example, abuse and neglect. Understanding development is important when assessing client functioning and in designing developmentally appropriate helping strategies. *Prerequisite: COUN 605. Offered summer term only.*

650 Promoting Social Justice through Culturally Sensitive Counseling This course orients counselors to the complexities of working with clients from diverse backgrounds and considers race, ethnicity, gender identity, sexual orientation and religious/spiritual affiliation as well as discrimination related to age, poverty, gender and disability. Students will have opportunities to reflect on the development of personal beliefs and attitudes and to develop skills for providing culturally competent communication and interventions. *Prerequisites: COUN 605, 610, 615, 640. Offered in summer only.*

655 Assessment in Counseling 0.5 unit The critical evaluation and selection of psychological and educational instruments are studied. Psychometric theory is emphasized and major representative instruments are surveyed. *Offered fall term only.*

656 Career Development 0.5 unit. This course examines the ways in which counselors and other helping professionals assist people of all ages in their career development. Emphasis is on understanding and applying theories and related assessments, activities, and techniques to foster career awareness, exploration, decision-making, and preparation. Historical and emerging career theories are covered. The intersectionality of multicultural perspectives and identities with work, family, and other life roles are examined. *Offered fall term only.*

660 Internship in School Counseling 1.5 units This course is the first part of a fall-through-spring, 600-hour internship in a school setting. Interns apply their clinical skills under the supervision of an on-site mentor from whom they receive guidance and feedback. Interns meet weekly for group supervision on campus and discuss professional issues that they are encountering. They review recordings and give and receive feedback on counseling skills and activities. Interns are expected to demonstrate professional conduct at all times. *Prerequisites: COUN 620 and 621. Instructor permission required. In progress and pass/fail grading. Offered fall term only.*

661 Internship in School Counseling 1.5 units This course is the spring semester continuation of the 600-hour internship experience (COUN 660). Interns apply their clinical skills under the supervision of an on-site mentor from whom they receive guidance and feedback. Interns meet weekly for group supervision on campus and discuss professional issues that they are encountering. They review recordings and give and receive feedback on counseling skills and activities. Interns are expected to demonstrate professional conduct at all times. In progress and pass/fail grading *Prerequisite: COUN 660 and instructor permission. Offered spring term only.*

662 Internship in Mental Health Counseling 1.5 units This course is the first part of a fall-through-spring, 600-hour internship in a mental health setting. Interns apply their clinical skills under the supervision of an on-site mentor from whom they receive guidance and feedback. Interns meet weekly for group supervision on campus and discuss professional issues that they are encountering. They review recordings and give and receive feedback on counseling skills and activities. Interns are expected to demonstrate professional conduct at all times. *Prerequisites: COUN 620 and 621. Instructor permission required. In progress and pass/fail grading. Offered fall term only.*

663 Internship in Mental Health Counseling 1.5 units This course is the spring semester continuation of the 600-hour internship experience (COUN 662) in a mental health setting. Interns apply their clinical skills under the supervision of an on-site mentor from whom they receive guidance and feedback. Interns meet weekly for group supervision on campus and discuss professional issues that they are encountering. They review recordings and give and receive feedback on counseling skills and activities. Interns are expected to demonstrate professional conduct at all times. *Prerequisites: COUN 662. Instructor permission required. In progress and pass/fail grading. Offered spring term only.*

670 Counseling Leadership and Advocacy 0.5 unit This course is designed to provide students with theoretical and practical understanding of the complex process of deliberate, normative change in various counseling settings. In K-12 settings, students will examine leadership roles of counselor, principal and teacher and the nature of integrative professionalism necessary for an effective leadership team and school community. In both school and mental health settings, students will examine their role as advocates and participate in advocacy projects. In progress grading. *Prerequisite: Must be taken concurrently with COUN 660 or 662. Offered fall term only.*

675 Family Counseling This course offers an introduction to the understanding and clinical practice of family counseling. It also provides insights for school counselors into how family dynamics affect student learning, performance, behavior, and classroom management. *Prerequisite: COUN 605, COUN 610, COUN 615. Offered spring term only.*

680 Capstone Seminar 0.5 unit The capstone course in the counseling program in which students prepare for and pass a comprehensive examination and complete a major paper on a topic of their choosing in which they demonstrate their ability to synthesize and apply research findings. *Offered spring term only.*

ENGINEERING, DUAL DEGREE PROGRAM

Director: Rand Worland, *Physics*

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 the Director of Dual Degree Engineering. 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 is on a competitive basis and requires a minimum GPA. Students interest-

ed in learning more about the program are invited to contact Professor Rand Worland, the Dual Degree Engineering Director.

To obtain a degree from the University of Puget Sound, the Dual Degree Engineering student must complete at least 16 units in residence and have credit for 24 units prior to transferring to an engineering school. These units must cover Puget Sound core requirements and the courses needed to fulfill the requirements of the student's major. In order to meet the 32 units required for graduation, up to eight units of engineering credit are accepted as elective coursework towards the student's degree at Puget Sound. Credits for core requirements may not be transferred back from the engineering school.

In addition, to qualify for entry into an engineering school, the student must complete specific coursework that the engineering school requires. Most science majors fulfill much of this coursework in completing a major at Puget Sound, and can do so within three years. Non-science majors can also participate in the program, but to complete the necessary coursework four years are needed. Whether they fall within the major or not, the student must complete the following:

Chemistry*: 2 - 2.5 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: pugetsound.edu/academics/departments-and-programs/undergraduate/dual-degree-engineering/.

Students should work closely with Dual Degree Engineering Director to ensure that all requirements are met.

*Students with sufficient background and preparation in high school chemistry and calculus may test out of Chemistry 110 and/or Mathematics 180/181.

ENGLISH

Professor: Julie Nelson Christoph, *Associate Dean*; Denise Despres (on leave fall 2019); George Erving; Priti Joshi, *James Dolliver National Endowment for the Humanities Distinguished Teaching Professor*; Alison Tracy Hale; William Kupinse; Tiffany Aldrich MacBain, *Chair*

Associate Professor: John Wesley, *Associate Chair*

Assistant Professor: Michael Benveniste; Regina Duthely; Laura Krughoff

Visiting Assistant Professor: Darcy Irvin

About the Department

The English Department combines the traditional study of literature with current developments in rhetorical, cultural, and new media work. In addition to substantial courses in English, American, and Anglophone literatures, offerings include graphic novels, ecocriticism, Bollywood film, literacy studies, and medical discourse. English majors are not merely scholars and critics; they are producers and practitioners as well. Many students choose to complete a Focus in Creative Writing, honing their craft in small workshops, while analytical courses incorporate both traditional essays and creative or non-traditional assignments, often using digital tools.

In addition to providing an enduring humanistic education, the program fosters the analytical skills, effective writing, and intellectual adaptability essential to students' individual development, civic engagement, and personal and professional success beyond graduation. English majors complete the program skilled in the analysis and production of a variety of print, visual, and digital texts, and with the practical skills, critical consciousness, and creative insight necessary to face the pressing collective and individual challenges of our times. As a result, English graduates pursue a wide range of graduate programs and career paths, including law, publishing, business, education, communications, technology, government, philanthropy, and much more. As a complement to study in English, the Department strongly urges its students to obtain speaking and writing competence in a foreign language.

A student who successfully completes a major in English at the University of Puget Sound is prepared to

1. Read perceptively and critically:
 - a. recognize and characterize different literary and rhetorical styles
 - b. apprehend the relationships between aesthetic form and content
 - c. pursue connections between texts and their political, social, and cultural contexts
2. Write with clarity and sophistication:
 - a. conduct scholarly research and write original, self-directed projects that integrate multiple texts
 - b. analyze texts critically across genres and media
 - c. respond appropriately to the unique demands of different writing situations
3. Speak persuasively and from a position of knowledge:
 - a. approach literature from perspectives of both craft and analysis
 - b. engage ethically with a diversity of perspectives
 - c. present academic research orally and engage in relevant scholarly discussion

The English Department's website (pugetsound.edu/english) includes more information about the curriculum, professors' expertise and interests, careers open to English majors, and our alumnae.

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. Foundations: ENGL 220 plus three (3) additional courses from ENGL 221-250.
2. Constructing Knowledge: Four (4) courses from ENGL 321-389. Students must have completed ENGL 220 and at least one other 200-level requirement to register for courses at the 300 level.
3. Senior Seminars: Two (2) courses from ENGL 430-499. Students must have completed all 200-level requirements toward the major and a minimum of two courses at the 300 level before registering for a senior seminar.
4. Works before 1800: Two (2) of the 10 units taken for the English major must focus primarily on texts written before 1800. The following courses usually fulfill the pre-1800 requirement: English 231, 232, 234; 330 when taught by Prof. Hale; 332 when taught by Prof. Erving; 335 when taught by Prof. Wesley; 245, 353, 349, 365, 371, 372, 381 Geoffrey Chaucer, 381 William Shakespeare, 381 John Milton, 381 William Blake; 383 Studies in Medieval Literature, 383 Studies in Sixteenth-Century British Literature, 383 Studies in Seventeenth-Century British Literature, 383 Studies in Eighteenth-Century British Literature, 383 Studies in Seventeenth- and Eighteenth-Century American Literature; ENGL 431 when taught by Professor Hale; ENGL 432 when taught by Professors Despres, Erving, or Wesley. Please consult the department website for the most up-to-date list of courses that fulfill this requirement each semester; the Registrar or department can also be consulted.

Requirements for the Major with Creative Writing Focus

Students who complete four courses from among the Department's Creative Writing offerings (two (2) 200-level courses and two (2) 300-level courses) will receive a B.A. in English with a Focus in Creative Writing noted on their transcripts.

Requirements for the Minor

1. Foundations: ENGL 220 plus three (3) additional courses from ENGL 221-250.
2. One course from ENGL 321-389. Students must have completed ENGL 220 and at least one other 200-level requirement to register for courses at the 300 level.

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. ENGL courses that fulfill the University Core (Artistic Approaches or Humanistic Approaches) cannot be applied towards the major or minor.
4. Non-majors who wish to enroll in English courses at the 300-level or above need upper-division standing 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 10).

SSI1 104 Why Travel?: Tales from Far and Wide

SSI2 104 Travel and The Other

SSI1/SSI2 105 Imagining the American West

SSI2 119 Foodways: Human Appetites

SSI1/SSI2 126 Gender, Literacy, and International Development

SSI1/SSI2 132 Wild Things

SSI1/SSI2 133 Not Just Fun and Games: Sport and Society in the Americas

SSI1/SSI2 134 Dreams and Desire: The Liminal World

SSI1 136 Urban America: Problems and Possibilities

SSI2 136 Suburbia: Dream or Nightmare

SSI1/SSI2 138 How Dramatic Comedy Makes Sense of the World: From Aristophanes to the Absurd

SSI1/SSI2 141 Architectures of Power

SSI2 148 Journalism and Democracy

SSI2 148 Medical Narratives

SSI1/SSI2 158 The Digital Age and Discontents

SSI2 160 Modernist Literature

SSI2 169 A Year in the Life of William Shakespeare

SSI1 171 Medical Discourse and the Body

SSI1 175 Utopia and the Imagination

SSI1/SSI2 176 American Autobiography from Franklin to Facebook

SSI1 177 Marriage in History and Literature: An Inquiry into What this Institution is For

SSI2 177 The Digital Present and Our Possible Techno Futures

SSI2 179 A Russian Mystery: Casting Shadows, Casting Light

SSI2 182 Against Equality? The Marriage Equality Movement and its Queer Critics

SSI1 193 An Investigation of Literary Naturalism

Other courses offered by English Department faculty. See *Connections in the Core Curriculum* section of this Bulletin for *Connections* course description (page 24)

AFAM 375 The Harlem Renaissance

Satisfies the Connections core requirement.

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 201 Arts, Ideas, and Society

Satisfies the Humanistic Approaches core requirement.

HUM 290 Introduction to Cinema Studies

Satisfies the Artistic Approaches core requirement.

HUM 303 The Monstrous Middle Ages

Satisfies the Connections core requirement.

HUM 340 Film Genres

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 and Queer Studies Program: *See ENGL 363, 365, 379, and 381.*

197 Events in English 0.25 unit activity Under faculty supervision, students create academic and community programming to strengthen and support the English major. *Pass or fail grading.*

198 Campus Book Club 0.25 activity unit Students enrolled in the Campus Book Club attend weekly meetings and discuss a selection of books. The books (three or more, depending on their length and format) each follow a particular theme, genre, and/or issue chosen for that term, with a new theme introduced each term by the discussion leader/s in consultation with a faculty advisor. Students are responsible not only for attendance and preparation, but also for inviting guest speakers, organizing campus events related to the club (and perhaps to issues raised in the readings), and being active, informed members of the weekly discussion. *Pass/fail grading.*

199 Crosscurrents Review 0.25 activity unit Participation in *Crosscurrents*, the student literary and visual arts magazine, requires reading manuscripts, discussing submitted work, and collaboratively selecting the literature and visual art work that will appear in each semester's issue. Required weekly meetings also involve active promotion and publicizing of *Crosscurrents* and managing the *Crosscurrents* organization as a whole. *Pass/fail grading.*

University Core

Texts and Contexts: Introduction to Literature and Cultural Studies

204 The American Dream: Loss and Renewal This course for non-majors takes as its starting point the question: "What is the American Dream?" Who has achieved it and who hasn't? Is it a singular dream or a tapestry of dreams made of many threads? By reading texts from a variety of genres and cultural perspectives, the course examines the themes of identity, betrayal, and redemption. The course will examine the ways these most central of human experiences can be viewed as distinctly American. Authors studied may include Franklin, Thoreau, Whitman, Twain, as well as Morrison, Silko, and Otsuka. *Satisfies the Humanistic Approaches Core requirement.*

206 Literature by Women This course for non-majors examines the work of women writers anywhere from the Medieval Period to the present, with attention to the historical and cultural context of texts. It asks such questions as the following: what are the canonical issues that arise from a study of women's literature? Is women's literature different from literature by men in some essential way? What forces have worked against women writers and what strategies have they often employed to make their voices heard? How have those strategies shaped the literature that women have produced? *Satisfies the Humanistic Approaches Core requirement and cross-listed in Gender and Queer Studies.*

Content in Form: Studies in the Literary Aesthetic

212 The Craft of Literature This course provides an introduction for non-majors to the craft of literature, engaging both critical and creative faculties. Studying and practicing methods of aesthetic and formal analysis of literary texts, students will consider the artistic choices writers make to create an imaginative experience. Students will also have the opportunity to participate in the creative process. *Satisfies the Artistic Approaches core requirement.*

213 Biography/Autobiography/Memoir This course for non-majors focuses on the genre of biography, autobiography, and memoir, and on the writer as subject. Students will examine this genre critically and creatively, considering how the self both creates and is created by the text. Students will explore connections and differences among autobiography, biography, and memoir, as well as the problem of objectivity. *Satisfies the Artistic Approaches core requirement.*

Foundations

220 Introduction to English Studies This course serves as an introduction to the English major and minor and provides a foundation for the study of literature through reading, analyzing, and writing about a variety of literary and non-literary texts. Focusing on the relation between form and content in a range of genres including poetry, fiction, drama, memoir, graphic texts, and film, students develop a critical vocabulary and interpretive frameworks to engage meaningfully with literature. Students are also introduced to basic literary research tools, literary criticism, and disciplinary scholarship. Course content varies by instructor, but all sections include a play by Shakespeare. *Required of all majors and minors. Offered each semester.*

Creative Writing Courses

227 Introduction to Writing Fiction Combining seminar and workshop formats, the course introduces students to the interstices of imagination and narrative theory. Students read examples of literary fiction and write several short stories of their own. Students also take one or more stories through deep revision.

228 Introduction to Writing Poetry Combining seminar and workshop formats, the course introduces students to the art and craft of writing poetry. Students experiment with a variety of poetic forms, read the work of poets from many eras, study versification and free verse, expand their range of subjects, and explore different strategies of revision. By the end of the semester, students will assemble a portfolio of their original poetry.

Works, Cultures, Traditions

231 Medieval and Renaissance Literature This course introduces students to some of the major works of literature written in Britain from the Anglo-Saxon invasion to the aftermath of the English Civil War in the 17th century. The surviving stories from these centuries are richly diverse in language, form, and genre, and register great shifts, yet also surprising continuities in conceptions of heroism and honor, theories of family and nation, the relationship between the church and the individual, the nature of authority, and humanity's place in the universe. Thus, strategies for thinking critically about this period's literature emerge from a combination of close textual analysis and historical context. Readings may include works by the Beowulf-poet, the Gawain-poet, Chaucer, Kempe, the Sidneys, Spenser, Shakespeare, Donne, and Milton.

232 British Literature and Culture: Restoration to Reformation This course surveys British literature from the Restoration of the monarchy in 1660 to the first Reform Bill in 1832. During this interval, known as "the long 18th Century," 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. The course examines the ideas and the aesthetics of Restoration Comedy, Augustan Satire, and Romantic lyrical poetry in relation to their political, philosophical, and literary contexts.

233 British Literature and Culture: From Victoria to the Present

This course explores the literature and culture of the British Isles from the 1830s to the present. Covering three broad and rich periods—the

Victorian era, Modernism, and Postmodernism—the roughly two centuries under study will be brought into focus by a significant theme (to be determined by the professor) as it manifests itself across the three periods and through particular writers, genres, and movements. Writers under study may include poets such as Tennyson, Browning, Barrett Browning, Yeats, Walcott, and Boland; novelists such as Brontë, Dickens, Woolf, and Rushdie; and playwrights such as Wilde, Osborne, Friel, and Churchill.

234 American Literature and Culture: Colonial to Early National

This course offers a thematic introduction to significant developments in American literary history from European contact through the early-national era of the late-18th and early-19th Century. Focusing on literary works in relation to their socio-historical contexts and drawing upon a variety of genres and voices, this course provides students with a foundational understanding of important traditions and transformations in literary history and aesthetics. *Themes and readings vary by semester; consult the department for current information.*

235 American Literature and Culture: Long Nineteenth Century

This course offers a thematic introduction to significant developments in American literary history from the long 19th Century, spanning the post-Revolutionary era to World War I. Focusing on literary works in relation to their socio-historical contexts (e.g., Transcendentalism, U.S. Expansionism, the Civil War and Reconstruction, the Gilded Age) and drawing upon a variety of genres, this course provides students with a foundational understanding of important traditions and transformations in literary history and aesthetics. *Themes and readings vary by semester; consult the department for current information.*

236 American Literature and Culture: Modern and Contemporary

This course offers a thematic introduction to significant developments in American literary history from the early 20th century through the contemporary moment. Focusing on literary works in relation to their socio-historical contexts (e.g., WWI and WWII, the Great Depression, the Civil Rights Movement, the fall of the Berlin Wall) and drawing upon a variety of genres, this course provides students with a foundational understanding of important traditions and transformations in literary history and aesthetics. *Themes and readings vary by semester; consult the department for current information.*

237 American Literature and Culture: Beyond Borders This course engages with developments in American literary history that precede, complicate, or challenge nationalist frameworks. It focuses on the U.S. nation and/or its colonial antecedents through a lens that is transnational or multinational, considering the space we now identify as “America” (U.S.) in relation to a variety of identities, traditions, and cultures that have circulated within and around it. The course thus emphasizes an anti-exceptionalist approach to American literature, focusing instead on the circulation of ideas about or in relation to the American U.S. within larger cultural or global contexts. Historical periods and themes vary according to instructor and may include comparative colonial or imperial literatures, trans-Atlantic traditions, or America in its various international, multi-national or post-national contexts. Course sub-topics might include but are not limited to the following: Anglo-American literary relations, narratives of colonization, Caribbean-American contexts, the Atlantic slave trade, U.S.-Mexico or hemispheric relations, literatures of transnational or international migration, the U.S. in a global world. *Offered every third year.*

240 Multimodal Composition This course offers students an introduction to multimodal composition. Building upon its theoretical foundation, the course allows for composition across various mediums. Assignments could include soundscapes using digital content, short documentary

films, and reimagined commonplace books for the interpretation and analysis of multimodal texts. Modes of communication under study and production include linguistic, visual, spatial, gestural, and aural ways of composing and creating.

241 World Literatures This course provides an introduction to literature for majors through the reading of World Literature. The course may include significant works from Asia, Africa, Europe, and the Americas, exploring literary art in specific historical and cultural settings. Texts invite the student to study the relationship between artistic tradition, social memory, and cultural identity. The aim of the course, however, is to expose majors to the literary genres, modes of production, conventions, and modes of reception distinctive of a specific culture or comparative cultures. Content will change according to the instructor’s expertise.

242 Introduction to Native American Literature This course is a survey of Native American literature from beginnings to the contemporary moment. Students gain awareness of tribal distinctions and points of critical and socio-political concern within the field of study. *Satisfies the Knowledge, Identity, and Power requirement.*

245 Shakespeare: From Script to Stage This course offers students an introduction to the development of Shakespeare’s plays in an early-modern cultural context. Students learn to appreciate Shakespeare’s rhetoric and poetics; approaches to genre and literary convention; exploration of political, intellectual, theological, cosmological, epistemological, moral and social constructs; treatment of gender, sexuality, and early modern identity; and creative use of the physical space of various “play spaces” (both public and private) that inspired his dramatic imagination.

247 Introduction to Popular Genres This topics course offers an introduction to the fiction of a designated popular genre (fairy tales, sci-fi, detective fiction, romance, etc...), covering constitutive elements of the genre and its history. Readings explore both conventional and experimental iterations of the genre, and consider the relationship between individual works, the conventions of genre, and their specific social contexts. In this course students think about the relationship between formal conventions, subject positions, and historical context, to gain a better understanding of the ways in which popular fiction reflects, refracts, or even challenges popular mores. *Satisfies the Knowledge, Identity, and Power requirement.*

Sleuthing Justice: Multi-Ethnic Detective Fiction This course examines the ways in which writers from diverse backgrounds utilize the de-tective fiction genre to speculate about the nature of justice, agency, and social structure. The course will briefly limn the origins and initial conventions of detective and noir fiction of the 19th century before turning its focus to the 20th and 21st centuries, with an emphasis on the formal and thematic features that undergird the genre. Exploring specific social histories that these fictions describe – and from which they arise – students will explore the myriad ways in which the figure of the detective evolves in response to historical vagaries, factors which may include labor antagonisms, anti-communism, the Civil Rights Movement, the transition in the U.S. to a consumer and information economy, immigration and the rise of multiculturalism, the proliferation of corporate culture, and the increase in class stratification.

Constructing Knowledge

Creative Writing Courses

325 Playwriting The course introduces students to the art and craft of playwriting by combining seminar and workshop formats in which members write, present, and revise monologues, dialogues, and sketch-

es. Students work toward a final portfolio of this material as well as the completion of a short one-act play. The course also involves the analysis and discussion of published, produced plays; of conflict, suspense, characterization, plot, and other elements of drama; and of writing with actors, directors, producers, dramaturgs, and theatre audiences in mind. *Prerequisite: ENGL 220 and either 227 or 228. Satisfies a requirement in Theatre Arts. Cross-listed as THTR 325. Offered every third year.*

327 Advanced Fiction Writing In this intensive fiction workshop students produce a portfolio of original fiction which undergoes many revisions, building upon techniques introduced in ENGL 227: plot and structure, point of view, character, setting, tone, voice, metaphor, motif. Students explore techniques of published short stories from the writer's perspective as they develop their own techniques and writing. Because good writing does not happen in the absence of obsessive, persistent, close readings, this is a reading and writing intensive course. *Prerequisite: ENGL 220, ENGL 227, and English major; non majors may enroll with the permission of the instructor. Offered every semester.*

328 Advanced Poetry Writing This intensive poetry workshop builds upon the skills and concepts introduced in ENGL 228, culminating in a substantial final portfolio of student work. Readings in this course highlight the craft issues to be mastered by studying canonical and contemporary poems, from Shakespeare to spoken word. By revising multiple drafts of their poems, seminar participants develop the advanced skills needed to become more effective writers of poetry. The workshop format stresses writing as a process and includes weekly exercises, self-assessment essays, in-class discussions, and peer reviews. The workshop may conclude with a public reading of student work or other cumulative project. *Prerequisite: ENGL 220, ENGL 228, and English major; non majors may enroll with the permission of the instructor. Offered every semester.*

Studies in Genre

330 Genre: Novel This course explores the aesthetics and politics of the novel form. The course may focus on a particular national iteration or cultural tradition of the novel (e.g., British, American, Postcolonial), a specific formal approach or subgenre (detective fiction), or a historical or thematic subset of the genre (the rise of the novel, the sentimental novel, the roman à clef). In addition, the course may emphasize the theoretical underpinnings of the genre as a specific category of historical production, engaging theories of the novel and issues raised by the novel's formal and historical particularity. Themes and texts vary by instructor; please see department website for current information. Recent topics include the following:

Rise of the Novel in the U.S. This course investigates the relationship between the emergence and increasing significance of the novel and the development of the United States as a nation from the late-18th century through the mid-19th century and beyond. Beginning with a brief grounding in the precursors to and origins of the British novel, the course emphasizes works produced in the early United States and explores the form's evolution into an influential socio-political medium. The course addresses the novel's formal development, its aesthetic divisions into subgenres like the sentimental and gothic forms, its self-conscious relationship to reality and the representation thereof, and its intentional intervention into the larger social and political questions that animated the American nation.

331 Genre: Autobiography This course examines the genre of autobiography as it has evolved over time. Students consider how autobiographies written at specific points in history relate to the social, political,

and aesthetic trends of the period; how the "non-fictional" genre of autobiography may be distinguished from fictional forms such as the *Bildungsroman*; and what characterizes major subgenres such as spiritual autobiography, slave narrative, autoethnography, and memoir. *Themes and texts vary by instructor; please see department website for current information.*

332 Genre: Poetry This course provides advanced study of lyric, narrative, and dramatic poetry. Specific forms studied include the sonnet, ballad, villanelle, and other stanza-forms; the epic, ode, and elegy; and free verse. The course also involves the study of prosody and examines poems from different historical periods, nations, and cultures. *Themes and texts vary by instructor; please see department website for current information.*

335 Genre: Drama This course studies a selection of plays in light of the history and theory of the genre, the relationship between performance and text, cultural context, and literary scholarship. While the course may incorporate acting, dramaturgy, as well as the analysis of live or filmed performance, its emphasis is on how drama is and has been interpreted as a literary artifact. Through the careful study of language and form students develop the skills for analyzing drama chiefly in terms of its place in the discipline of English studies, without losing sight of the productive interaction between the literary and theatrical. *Themes and texts vary by instructor; please see department website for current information.*

338 Genre: Popular Literature This course focuses on one or more genres of popular writing. Examples include detective fiction, science fiction, fan fiction, westerns, romance novels, fantasy, or non-fiction. Students engage popular texts through rigorous literary analysis to ponder how such "light entertainments" are inextricably linked to aesthetic, historical, and social circumstances. Possible topics include the relationship between popular literature and "the literary"; the relationship between popular literatures and their historical or cultural contexts; the ideological work of genre fiction; the possibilities, limitations, and permeability of genres; as well as the politics of race, class, and/or gender in popular genres. *Themes and texts vary by instructor; please see department website for current information.*

339 Genre: Print Media This course explores diverse genres of print media and considers topics such as how facts are constructed in news reporting, how print and electronic media relate to each other, how ethical guidelines affect print media, how different publications represent similar events, and how social forces and journalistic writing shape each other. Readings include genre theory, journalistic writing in current print and electronic publications, and case studies involving ethics and representation. *Themes and texts vary by instructor; please see department website for current information.*

340 Film Genres This course explores some of the major theoretical and cinematic approaches to film genre, and provides the opportunity for students to produce a short film project based upon this exploration. The specific genre (e.g., documentary, horror, melodrama, film noir, etc.) under study for any given semester is at the discretion of the professor. Through the analysis and subsequent production of the selected film genre, students interrogate the ways that industrial, social, technological, and aesthetic factors shape the development, circulation, and reception of a film genre over time. In addition to regular class time, evening film screenings are required. *Cross-listed with HUM 340. Prerequisite: HUM 290 or permission of instructor.*

Textual Explorations

346 Jane Eyre and Its Afterlives This course is concerned with the endurance of the “Jane Eyre” story (itself an elaboration of the Cinderella myth). Beginning with Charlotte Brontë’s *Jane Eyre* (1847), students examine a variety of stories, novels, and films that rework aspects of Brontë’s vision. Students study the context of each revision and its commentary on the original text and examine 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 produce both creative and analytic work.

347 Gothic American Literature This course explores the theoretical, political, and aesthetic dimensions of the gothic literary tradition in the U.S. from its late 18th-century inception to the current day. Along with a variety of primary literature, students consider foundational theoretical texts (Freud, Lacan) and secondary sources relevant to the uniquely American iteration of the Gothic, particularly those that interrogate the tradition’s functions as dark counter-narrative to progressive U.S. ideology. Authors may include the following: Brown, Poe, Hawthorne, Crane, James, Wharton, O’Connor, Faulkner, Jackson, Capote, Whitehead.

348 Illness and Narrative: Discourses of Disease The discursive negotiation between illness (its politics, histories, and personalities) and language is at the heart of this course. Through a close examination of a variety of texts (novels, plays, comics, film, etc.) that take illness as their central subject matter, students explore a series of questions including: What influence does illness (epidemic or personal) have on narrative? What is the relationship between social and political attitudes toward disease and the way texts characterize healthy and sick? What are the recuperative or reformatory functions of narrative? Texts under study will be drawn largely from the 20th and 21st centuries and will include a number of theoretical and critical readings on illness and narrative.

349 Captivity and American Identity Beginning with the genre’s origins in colonial America, this course historicizes and contextualizes the captivity narrative—a category first constructed around white men and women living among Indians, or kidnapped by Barbary pirates and held captive in Africa—in relation to the emergence of ideological Americanness in the colonial and early national periods. The course investigates the rise and function of emblematic captivity stories like those of Mary Rowlandson, Elizabeth Hanson, and Mercy Short as they constituted a particular racial and cultural notion of white identity in contrast to a “savage” Other. In addition to such conventional readings, however, this course also incorporates works by Native Americans (such as William Apess and Zitkala-Ša) and African Americans (David Walker, Harriet Wilson, Harriet Jacobs) who frame their experiences with white America as a kind of captivity, in order to examine how their works complicate the ideological assumptions of the genre and offer contradictory perspectives on the nature of captivity, race, and identity. *Offered every third year.*

353 The Bible and the Literary Tradition The Christian Bible, comprising the Hebrew Bible (or Old Testament) and New Testament, continues to shape imaginative literature, which in turn has a long and dynamic history of engaging scripture in response to various social and ideological issues. A study of the interaction between the Bible and literature is therefore not simply an analysis of what the Bible says, but also of how the Bible has been understood or interpreted by various cultures, an examination that may include an introduction to the traditions that shaped the very composition of certain Hebrew and Christian texts. Instructors may focus on a specific period and translation—for example, the literature that shaped and responded to the King James translation

of the 17th century—or provide a comprehensive survey of Biblical texts in relation to literature both ancient and modern.

354 Literatures of Empire This course studies the British empire of the 19th Century and its slow dissolution during the course of the 20th century. The primary emphasis is on Britons’ engagement with and responses to the idea of empire, as reflected in literary and non-literary texts of the time, and is informed by contemporary political and postcolonial theory. Students consider debates about imperialism, the role of culture in imperial expansion, the conception of national character, and the process of decolonization are studied, as the class traces the theory of empire in the metropole and its practice in the colonies. Writers may include Hastings, Macaulay, Kipling, Schreiner, Anand, Conrad, Yeats, Joyce, Forster, Greene, Achebe, Gordimer, Rushdie, Chandra, and Friel.

355 Books of the Booker Prize From 1968 to 2013, the Man Booker prize was awarded annually to the “finest” full-length novel written by a citizen of the British Commonwealth or the Republic of Ireland, and bestowed honor, recognition, and controversy upon the winning author. The Booker inhabits an uneasy intersection of high art and mass cultural approbation, and while the judges would likely assert that the prize considers aesthetic matters only, a more realistic assessment would suggest that issues of historical contingency inevitably inflect the selection process. By studying winning novels by such authors as J. G. Farrell, Salman Rushdie, A. S. Byatt, and Ben Okri and considering relevant literary criticism and scholarship on the marketing of literary fiction, this course explores what the Booker Prize reveals about changing notions of postcolonial politics, economic structure, and gender roles—in short, of British national identity and Commonwealth affiliation.

356 Bollywood Film This course focuses on “Bollywood” cinema from the 1950s (immediately following India’s independence) to the present. It asks why Indian popular cinema has a wider global audience and appeal than Hollywood and who is watching Bollywood films. In tracing the development of Indian cinema, the class addresses the ways films articulate the new nation’s dreams and desires, fears and follies, anxieties and growing pains.

357 City as Text This course examines the city as a social, cultural, and historical construct. Drawing on texts from a variety of genres, as well as cultural products that may include diaries, maps, photographs, and motion pictures, students consider one, two, or three selected cities as they have developed over time. The course highlights the function of rhetorical and ideological constructions such as “the city,” “citizenship,” and “urbanity,” and explores the symbolic and political associations of such terms. The particular cities, topics, materials, and historical scope are determined by the instructor; please consult the department website for the most current information.

Cultural Traditions

361 South Asian 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.” It also engages post-colonial theorists of the last two decades, including G. Viswanathan, P. Chatterjee, B. Ashcroft, A. Loomba, H. Bhaba, and H. Treadwell. The course studies the work of literary writers selected from among the following: Tagore, Anand, Narayan, Rushdie, Ghosh, Roy, Sahgal, Hariharan, Chandra, Desai.

362 Native American Literature This course considers the Native American literary tradition and related historical and critical developments. Emphases vary by semester but are selected from major

concerns and movements within the tradition and may include oral literatures, “mixed-race” and tribal identities, forced assimilation, literary colonialism, and American Indian nationalism. Students gain mastery of a critical vocabulary specific to the subject and, with increasing sophistication, articulate their own responses to the literature. *Prerequisite: ENLG 242 or 235 recommended.*

363 African American Literature This course considers African American literature in its aesthetic, cultural, historical, and political contexts. Focusing on both the history of African American literary production and representations of African Americans in literature, this course addresses literary genres such as slave narratives and pivotal cultural movements as the Civil Rights Movement. The course examines the relationship among literary aesthetics, race/racialization, and social context selecting from a broad range of historical periods as the Antebellum era to the contemporary “post-racial” moment. Topics may include the Black Atlantic, Black Feminist Literature, and Neo-Slave Narratives. *Satisfies an African American Studies requirement.*

364 Asian American Literature This course explores important works of Asian American literature, including poetry, novels, nonfiction, and drama. This course considers Asian American literature’s historical emergence and relationship to canonical American Literature, attending to the way that literary form mediates authors’ responses to socio-historical circumstances like migrant labor, exclusion, immigration, forced internment, assimilation, and racialization. At the fore are theoretical questions about how these works engage and challenge notions of identity in light of pervasive social stereotypes and the ways the investments and injuries of identity inform the form and function of chosen works, even contesting the idea of an Asian American Literature. The course studies the work of such writers as Carlos Bulosan, Jessica Hagedorn, Theresa Hak Kyung Cha, Fae Myenne Ng, John Okada, Chang-Rae Lee, Sigrid Nunez, and Karen Tei Yamashita.

365 Gender and Sexualities This course explores the dynamics of gender, sexuality, and sexual identity as expressed in literature. Students explore literary texts that address the intellectual, social, cultural, political, and philosophical contexts from which gendered and sexual identities emerge and in which they are contested or negotiated. The course addresses some or all of the following topics in any given semester: 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-definition and political or social identification. The course may emphasize material from the historical literary tradition or contemporary authors. It may also address identities comparatively or focus on a specific category of identity as it emerges or develops over time. *Satisfies a Gender and Queer Studies elective. Themes and texts vary by instructor; please see department website for current information.* Recent topics include the following:

Sex/Gender in Early America This course asks what forms and understandings of gender identity and/or sexual identities, masculine and feminine, were extant or emergent in the U.S. from colonial times to the mid-19th century. Students consider literary and historical texts, as well as sermons, essays, and autobiography, as they provide insight into how early Americans constructed and negotiated their roles as sexed and gendered beings and how they produced spheres of influence as masculine and feminine. The course addresses how literary and other works produced and enabled understandings of personhood that were specific to the historical era, and considers as well how those definitions of sexual identity interacted with larger questions of politics, race, and nationhood.

Early American Masculinities This course considers the emergent and contested notions of manhood as it shaped and was shaped by

the development of a national American identity. Focusing primarily on the revolutionary, early national, and antebellum eras, students read primary works that foreground masculinity as a category of being—that is, as a subjectivity that facilitates and negotiates personal, national, political, sexual, and racial identities. The course attends specifically to the racialized and heteronormative functions of white manhood and to key figures such as William Apess and Frederick Douglass who challenged that narrow definition.

366 Critical Whiteness Studies This course engages with “whiteness” as a category of identification in order to develop a theoretically informed understanding of the history, function, and effects of racial encoding within literature and upon the society it influences and reflects. Course materials offer a corrective to the tradition of Anglo-American and European denial of dominant racial construction(s), and grapple with implications of rendering “whiteness” visible.

Theoretical Perspectives

370 History of Literary and Critical Theory Ranging in breadth from antiquity to the present, this course familiarizes students with a tradition of writing about art and literature and debates about the meaning and meaningfulness of literature. Core concerns may include historically changing definitions of the literary, arguments about the value of art and literature, methodological approaches to the study or interpretation of texts, the relationship between art and culture or society, theories of language and representation, and the relationship between representation and identity. These works address such fundamental questions as how and why do we read literature? How does literature work and what might it mean? And what is the connection between literature and the extant world? Because the field of criticism and theory is so broad and varied, particular emphases vary by instructor. Areas covered may include Classicism, Neoclassicism, Romanticism, Hermeneutics, New Criticism, Reader-Response, Marxism, Psychoanalysis, Structuralism, Post-Structuralism, Cultural Criticism, New Historicism, Cognitive Theory, Speculative Realism, and Narrative Theory.

371 History of the English Language The aim of this course is to come to an understanding of our English-language ancestries and to develop a critical appreciation for the lexicons that we carry with us in every utterance or essay, text, or tweet. This offering is unlike other English courses, and in fact more closely resembles courses in history, foreign language, and science. Students examine the development of the English language from its Indo-European roots to the present day, gain the knowledge to approach pre-modern texts with confidence (including the rudiments of Old English and Middle English), develop sensitivity to the ways language functions and changes, and explore the current state of English as a world language.

372 History of Rhetorical Theory This course examines major concepts and theorists within the rhetorical tradition from antiquity to 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 of rhetorical theory and writing instruction, political and social activism, and visual media. *Satisfies the Knowledge, Identity, and Power graduation requirement.*

373 Writing and Culture This course investigates the enigmatic and shifting term “culture” by examining how writers, theorists, and artists express themselves when responding to a variety of circumstances, events, or existing forms of expression. Texts under study include literature, journalism, critical theory, photography, and film, as well as the

places that mediate these texts (bookstores, museums, cinema houses, the classroom, the Internet). In approaching culture through these different mediators and media, students also investigate strategies to express such encounters in their own writing. Because this course requires students to experience culture in a hands-on way, attendance at a number of activities (including a museum visit and film viewing) is expected.

374 Literature and the Environment This course studies the development of environmental writing in English-language texts with an emphasis on 20th- and 21st-century fiction, poetry, and memoir. Covering a wide range of geographical settings and literary genres, this course investigates each text as an argument for a particular “reading” of the environment and further considers the real-world consequences of that reading. Informed by recent ecocritical scholarship on topics ranging from animal studies to embodied nature to “Dark Ecology,” ENGL 374 explores works by authors such as Henry David Thoreau, Barbara Kingsolver, Octavia Butler, Gary Snyder, and Helon Habila as it considers the intersection of aesthetic practice and ethical intervention.

375 Special Topics in Rhetoric, Literacy and Composition Special Topics in Rhetoric, Literacy, and Composition will familiarize students with theories in the field of rhetoric, literacy, and composition studies (RLC). Courses under this number will provide an in-depth examination of key intellectual movements and figures that inform the development of rhetoric, literacy, and composition studies. Through these courses students will gain a deep understanding of the conceptual frameworks that shape understandings of the relationships between language, literacy, and culture. Recent topics include the following:

Rhetoric of Literacy Challenging the seemingly straightforward idea of literacy as the ability to read and write, this course asks what literacy means at particular social and political moments, emphasizing the ways these meanings are rhetorically constructed. Course readings include theoretical and critical readings from the New Literacy Studies, ethnographic and narrative accounts of literacy practices within specific cultures, and debates about literacy in the popular press.

376 Narrative: Literature/Film This course explores the nature, form, and function of a selection of narratives, reflecting on how a story unfolds depending upon 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 translate these techniques for cinema audiences. To facilitate this exploration, concentration is placed on the narrative mechanics that are unique to specific genres, auteurs, or movements. The particular approach will be determined by the professor; please check the department website for the most current information.

377 The Book and the Marketplace This course investigates the external forces that shape what authors write and how readers read. Rather than study the stories contained within the pages of a book, students concentrate their analyses on the economic and cultural influences that affect the production and reception of books, whether the stories they tell are old or new, fiction or nonfiction, bestsellers or cult hits. Although there are opportunities in this course to study the internal mechanics of the books in question, such investigations serve and are subordinated to inquiries involving the culture of the book in the marketplace. Topics for such inquiries might include the history of the book, 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 the politics of prize selection.

378 Visual Rhetoric 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 cultural, political, and personal 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.

379 Special Topics in Theory Courses under this number may explore either a single theory or small group of literary theories, as well as their application. As opposed to a broad survey of theory, this course aims to give students a deep knowledge of particular theoretical fields, resulting in conceptual and lexical fluency that will contribute to literary analysis across the curriculum.

Authors, Movements, Eras

381 Major Author(s) This course number is reserved for the study of specific authors. Specific content, emphases, materials, and methods are determined by the instructor offering the course. Themes and texts vary by instructor; please see department website for current information. Recent topics include the following:

Geoffrey Chaucer This course introduces students to the major and minor poems of Geoffrey Chaucer (c. 1343-1400), including his dream visions, *Troilus and Criseyde*, and *The Canterbury Tales*. Students study the art of poetry as it developed in a manuscript culture (as opposed to a print culture) and learn to read Middle English. Chaucer’s works are placed against the rich and complex backdrop of fourteenth-century war, politics, social struggle, and cultural development.

William Shakespeare This course explores the formal aspects of William Shakespeare’s (c. 1564–1616) language and the ways in which his drama engages cultural issues, conventions, and developments particular to his age, also known as the English Renaissance. Through the analysis of plays, cultural texts, critical readings, and film and live performance (depending on local offerings), students gain an appreciation for the ways these plays are shaped by 16th- and 17th-century debates about religion and court politics; conceptions of family, race, and gender; notions of authority and the individual; the theatrical practices of London’s first public stages; and by subsequent cultures and stages, including our own.

John Milton This course studies the works of John Milton (1608-74) both biographically and historically, and situates the analysis of poetry and prose within the tumultuous religious and political contexts of 17th-century England, including Milton’s own radical views on Christianity, marriage, monarchy, and freedom of the press. Texts explored may include selections from his prose works, including *Areopagitica*, “The Second Defense of the English People,” and “Of Education,” while early works of poetry such as the Sonnets, “Lycidas,” and *Comus* provide the foundation for studying Milton’s epic, *Paradise Lost*.

William Blake This course studies the illustrated works of William Blake (1757-1827), British Romantic period poet, painter, engraver, philosopher, political radical, religious nonconformist, and visionary genius. Emphasis is primarily upon his illustrated poems and “minor prophecies” of the 1790s whose interlocking aesthetic, political, and philosophical registers reveal the fascinating worlds Blake

inhabits. These include the mysterious subculture of London 's artisan class, a British nation at war with France and with itself over the political ideals advanced by the French Revolution, and the visionary worlds of his "prophecies" where imaginative energy does battle with the forces of social injustice and intellectual oppression.

Jane Austen This course takes as its focus the novels of Jane Austen (1775-1817) and the social, political, literary, and domestic contexts that influenced her craft. While recent cinematic and literary adaptations have promulgated the idea that Austen's novels are easily digestible romances, her "home-bound" perspective on issues including marriage, dandyism, colonialism, healthcare, and class showcase an intricate discursive exchange between domestic and political spheres that demands engaged and nuanced reading. In identifying how Austen's novels showcase ambivalent movements between these spheres, students explore the unique and groundbreaking narrative stylings that have made Austen a cultural and literary touchstone. This course satisfies an elective in Gender and Queer Studies.

Herman Melville While he is often designated America's first world-class novelist, only Melville's early novels won him much literary, popular, or financial success. His magnum opus, *Moby Dick*, sold fewer than 3,000 copies in his lifetime before disappearing from view, and he spent much of his time writing poetry that most of his contemporaries found at least somewhat unreadable. Melville (1819-1891) experienced and wrote about some of the most cataclysmic issues and fascinating chapters in U.S. history—slavery, the rise of industrial capitalism, American exploration and imperialism, waves of economic and cultural globalization, exotic paradises, the aesthetics and politics of sentimentalism and popular culture, and, of course, the maritime and economic adventure of whaling. This course introduces students to a sampling of the finest and most compelling of Melville's work, including, of course, *Moby Dick*, some of Melville's best-known short fiction, his early "popular" works, and his poetry.

Henry James Henry James (1843 - 1916) is widely regarded as the master of American literary Realism. The course examines thematic preoccupations of James's oeuvre, for example, social subjectivity, "Americanness," socio-economic class, sexuality, and gender. It also addresses developments in James's narrative style, with attention to innovations that reflect and respond to the author's commitment to English letters as much as his interests in companion fields like philosophy, psychology, and biology. As students gain familiarity with James's major and minor works of literature and criticism, they develop a framework for understanding his cultural impact and ongoing significance.

James Joyce This course explores all of Joyce's major texts, beginning with the "scrupulous meanness" of his short story collection *Dubliners* (1914), working through his *Künstlerroman* *A Portrait of the Artist as a Young Man* (1916), studying in depth his masterpiece *Ulysses* (1922), and dipping its toes into the waters of the Liffey with a selection from *Finnegans Wake* (1939). Along the way, the course will consider portions of lesser-taught texts such the poetry collections *Chamber Music* (1907) and *Pomes Penyeach* (1927), as well as Joyce's only play, *Exiles* (1918). The reading of Joyce's texts will be enriched by engagement with historical and aesthetic contexts, and it will also be illuminated by the reading of theoretical texts drawn from gender studies, postcolonial studies, queer theory, and ecocriticism.

382 Movements Courses under this category organize texts into the study of particular and discrete movements. These movements may be defined literarily, historically, politically, or culturally, among other possible groupings. The course may focus on self-defined literary movements or movements that have been defined retrospectively. Themes and texts vary by instructor; please see department website for current information. Recent topics include the following:

Irish Literary Revival The period in Ireland from the late 19th through the early 20th century saw the creation of a remarkable body of literature that shaped both the island's politics and its sense of national identity. This course explores Irish literary and cultural history from the Fenian uprisings in 1867 to Irish neutrality in World War II, with particularly emphasis on the armed rebellion against Britain between 1916 and 1921. Students examine the development of Irish literature written in English during this period through the study of poetry, drama, fiction, and nonfiction. Course material considers a wide range of writers, but particular emphasis is given to J. M. Synge, Lady Augusta Gregory, W. B. Yeats, Sean O'Casey, and James Joyce,

383 Eras This category designates courses that organize the study of literature into discrete historical eras and their significant cultural, aesthetic, or political concerns. "Eras" courses differ from historical surveys in that they focus on a single historical period, rather than bridge multiple historical periods, thus emphasizing depth within the period over breadth encompassing multiple periods. 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. Specific themes, authors, and texts vary by semester; please see department website for current information. Themes and texts vary by instructor; please see department website for current information. Recent topics include the following:

Studies in Medieval Literature The course explores medieval literary genres and writers in a historical context, situating 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 worldviews 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. Authors studied may include Chaucer, Langland, the Pearl Poet, Julian of Norwich, Christine de Pizan, Marie de France.

Studies in Sixteenth-Century British Literature The course addresses the work of English writers of the 16th 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.

Studies in Seventeenth-Century British Literature This course examines British literature of the "early" 17th century (1603-1660), from the death of Queen Elizabeth to the restoration of the monar-

chy under Charles II. The period is marked by severe political and religious conflicts that led to the Civil War (1642-51), daring experiments in representative government, colonization of the Americas, and new conceptual systems for understanding humankind's place in the universe. The course examines how writers of the period (for example, Bacon, Donne, Wroth, Herbert, Hobbes, Browne, Milton, Marvell, Dryden, Behn, Bunyan, Newton, and Locke) responded to such issues as the cultures of the court and the town, the representation of authority in religion, politics, and art, the development of Baroque and Classical styles, the emergence of "modern" perspectives in the physical sciences, and the political concept of the individual. The kinds of literature under investigation may include the letters, tracts, and pamphlets of Anglicans, Catholics, Puritans, and Quakers, writings by women, Metaphysical and Cavalier poetry, Jacobean and Restoration drama, and the Miltonic epic.

Studies in Eighteenth-Century British Literature This course examines British literature from the "long" 18th century (1660-1800). 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 Restoration literature, the Enlightenment, Neoclassicism, Sensibility, Early Romanticism, empire, or revolution. Authors studied may include John Dryden, William Congreve, John Wilmot, Aphra Behn, Jonathan Swift, Daniel Defoe, Joseph Addison, Alexander Pope, Samuel Richardson, Eliza Haywood, Henry Fielding, Samuel Johnson, Fanny Burney, James Thomson, Thomas Gray, Oliver Goldsmith, William Cowper, and Anna Laetitia Barbauld.

Studies in Nineteenth-Century British Literature This course considers late 18th- and 19th-century British literature, the Age of Sensibility through Romanticism to Victorianism. In one iteration, the course may focus on 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 may emphasize 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.

Studies in Twentieth- and Twenty-first-Century British Literature A study of important British and Commonwealth literary artists from 1900 through the present. Students study a range of critical methodologies that help them explore canonical and non-canonical works. Among the topics to be investigated are emerging themes of aestheticism, futurism, feminism, socialism, and postcolonialism. The course also includes an examination of important literary periods and movements—including Edwardianism, modernism, and postmodernism—through the works of major writers of the period. Authors to be studied may include H. G. Wells, Rebecca West, James Joyce, W. B. Yeats, Stevie Smith, Philip Larkin, Sam Selvon, Salman Rushdie, and Zadie Smith.

Studies in Seventeenth- and Eighteenth-Century American Literature This course considers early American literature from the 17th and/or 18th 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 Republic, and literature of crime and punishment. Authors studied may include Mary Rowlandson, Increase and Cotton Mather, Olaudah Equiano, Phillis

Wheatley, Hannah Webster Foster, Susanna Rowson, Charles Brockden Brown, Benjamin Franklin, and Judith Sargent Murray.

Studies in Nineteenth-Century American Literature This course considers American literature from the 19th 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, literature of the frontier, American Romanticism, expansionism. Authors studied may include Edgar Allan Poe, James Fenimore Cooper, William Apess, Catherine Maria Sedgwick, John Rollin Ridge, Frederick Douglass, Harriet Jacobs, Nathaniel Hawthorne, Herman Melville, Walt Whitman, Emily Dickinson, Mark Twain, Charles Chesnutt, Zitkala-Ša, Paul Laurence Dunbar, Sui Sin Far, Henry James, and Edith Wharton.

Studies in Twentieth-Century American Literature This course focuses on specific historical, literary, and cultural topics in 20th-century American literature. Topics may include war and peace, political and economic change, ethnicity and gender, marginalization, canonical and extra-canonical texts, and modernism and postmodernism. Authors discussed may include T.S. Eliot, Ezra Pound, H.D., Djuna Barnes, Zora Neale Hurston, Marianne Moore, W.C. Williams, Flannery O'Connor, Ralph Ellison, James Baldwin, Jack Kerouac, Allen Ginsberg, Ishmael Reed, Louise Erdrich, and Toni Morrison.

Studies in Contemporary American Literature This course explores the diverse aesthetics and cultural locations of U.S. literature written from 1945 to the present. Situating contemporary U.S. literature in the aesthetic, historical, and cultural contexts pertinent to its creation, the course may emphasize any number of issues, among which might be canon debates, postmodernism, the relation of history and literature, the politics or history of literary form, the increasing prominence of literature by women and writers of color (e.g. feminist, black nationalist, Chicano/a, Asian American, Native American, and gay and lesbian), the institutional conditions of literary production, or other developments of cultural importance (such as environmentalism, digital media, and post-industrialism, to name a few). By situating the movements in broader contexts, the course considers whether contemporary literature requires new categories of analysis. Genre emphasis (e.g. poetry, fiction, drama) is at the discretion of the instructor, and different iterations of the course will focus on different genres and/or media. Authors studied may include Junot Diaz, Jorge Anaya, Colson Whitehead, Victor LaValle, Don DeLillo, Joan Didion, Robert Stone, Theresa Hak Kyung Cha, Gayl Jones, Octavia Butler, Philip Roth, Randall Kenan, Philip Levine, Ai, Joy Harjo, and Cathy Park Hong.

397 The Writing Internship A seminar in support of a local writing internship, to be arranged by the student in consultation with the instructor before the semester starts. *Prerequisite: ENGL 220 and at least two other 200-level English courses. Registration code required from the professor.*

Senior Seminars

The senior seminars are designed to facilitate advanced study and the production of substantial work on topics related to the student's interest. Please consult the English department website to determine the specific topics offered in a given semester. All senior seminars must be completed on the Puget Sound campus. Senior seminars are offered

both for students pursuing an analytical or scholarly project and those pursuing a substantial project in creative writing.

Seminars in literary scholarship or cultural and rhetorical analysis involve students in an in-depth examination of a specific topic, and guide them in crafting a scholarly project that engages the critical literature on that topic. The early part of the semester emphasizes building a shared base of knowledge that will inform the independent projects, while the latter part emphasizes independent research, and the production of a substantial piece of scholarly analysis.

The creative writing senior seminars facilitate the writing and revision of an original work: a collection of short stories, a novel or novella, a chapbook or volume of poems, a play, a film script, or other substantial piece of student writing. Like the literary scholarship seminars, the creative writing seminars devote the early part of the semester to building a shared expertise that will inform creative projects in multiple genres; the latter part of the semester the production of a polished manuscript.

The Writing Internship has two components, fieldwork and classwork. Students work as writing interns in advertising, public relations, journalism, television, and other areas. The classroom component is conducted as a senior seminar in which students make presentations on a variety of topics, discuss internship experiences, and receive information on career and professional development.

431 Senior Seminar: American Literature An advanced seminar. Open to students of advanced standing by permission of instructor. Individual course topics and emphases vary by instructor. Consult the department website for current offerings. *Prerequisite: ENGL 220, three courses from ENGL 221 - 240, and two 300-level English courses.*

432 Senior Seminar: British Literature An advanced seminar. Open to students of advanced standing by permission of instructor. Individual course topics and emphases vary by instructor. Consult the department website for current offerings. *Prerequisite: ENGL 220, three courses from ENGL 221 - 240, and two 300-level English courses.*

433 Senior Seminar: Rhetoric and Literacies An advanced seminar. Open to students of advanced standing by permission of instructor. Individual course topics and emphases vary by instructor. Consult the department website for current offerings. *Prerequisite: ENGL 220, three courses from ENGL 221 - 240, and two 300-level English courses.*

434 Senior Seminar: Advanced Projects in Creative Writing An advanced workshop. Individual course topics and emphases vary by instructor. Consult the department website for current offerings. *Prerequisites: English major, two from ENGL 227 and 228, and two from ENGL 325, 327, 328; or permission of instructor.*

ENVIRONMENTAL POLICY AND DECISION MAKING

Executive Committee: Rachel DeMotts, *Environmental Policy and Decision Making, (Administrative Director)*; Lea Fortmann, *Economics*; Kena Fox-Dobbs, *Environmental Policy and Decision Making/Geology*; Peter Hodum, *Environmental Policy and Decision Making/Biology*; Daniel Sherman, *Environmental Policy and Decision Making*; Peter Wimberger, *Biology/Slater Museum*

Professor: Rachel DeMotts, *Environmental Policy and Decision Making*; Daniel Sherman, *Environmental Policy and Decision Making*

Associate 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*; Lea Fortmann, *Economics*; Andrew Gardner, *Sociology and Anthropology*; Barry Goldstein, *Geology*; Kristin Johnson, *Science, Technology & Society*; Lisa Johnson, *Business and Leadership*; Nick Kontogeorgopoulos, *International Political Economy*; William Kupinse, *English*; Steven Neshyba, *Chemistry*; Emelie Peine, *International Political Economy*; Doug Sackman, *History*; David Sousa, *Politics and Government*; Stacey Weiss, *Biology*; Peter Wimberger, *Biology*

About the Program

This is an interdisciplinary program designed to help students integrate their primary major area of study with a secondary major or a minor in environmental policy and decision making, a field of study that focuses on 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 major or 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 study of environmental policy and decision making is best accomplished when carried on in conjunction with work in another major area of study. Students should consult with a second advisor familiar with the program. Advisors will help students to design a major or minor program that will complement their majors and help them to focus their studies in areas of interest to 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. The Environmental Policy and Decision Making major is a secondary major that can be chosen only after a primary major in another field is chosen. A major in Environmental Policy and Decision Making cannot be completed unless a primary major in another department or program is also completed.
2. Completion of the following eight units:
 - a. ENVR 200*
 - b. ENVR 201
 - c. ENVR 202 (0.5 units) or any three courses in the natural sciences (BIO, CHEM, GEO, PHYS)
 - d. ENVR 203 (0.5 units)
 - e. ENVR 400

Environmental Policy and Decision Making

- f. A minimum of one policy elective unit (see list below)
- g. Three additional elective units from the lists of policy or general electives (see list below)
3. At least two of the courses used to fulfill the electives for the Environmental Policy and Decision Making major must be outside of the student's primary major department or program.
4. A maximum of two courses used to meet the requirements of the Environmental Policy and Decision Making major may also be used to satisfy the core curriculum, the requirements of another major, or the requirements of a minor.
5. Seven requirements for the Environmental Policy and Decision Making major must be completed on campus at Puget Sound, including ENVR 200, ENVR 201, ENVR 202 (unless 202 is replaced by three courses in the sciences), ENVR 203, the policy elective, and ENVR 400.
6. Completion of an experiential education requirement, to be approved by the program. Examples of experiential education include, but are not limited to, the following: a study-abroad experience, the field school in conservation development (e.g., ENVR 342A), a summer research experience, an environmentally related internship, an ENVR block semester program, and the Food Systems Northwest summer course (ENVR 360).

* ENVR 200 (Note: Prior to 2018-19, this course was numbered ENVR 101.)

Requirements for the Minor

1. Completion of the following five units:
 - a. ENVR 200*
 - b. A minimum of one policy elective unit (see list below) or ENVR 201
 - c. Two additional elective units from the lists of policy or general electives (see list below). ENVR 202 and/or ENVR 203 can count towards this requirement.
 - d. ENVR 400
2. A maximum of one course used to meet the requirements of the Environmental Policy and Decision Making major/minor may also be used to satisfy the core curriculum, the requirements of another major, or the requirements of another minor.
3. Four requirements for the Environmental Policy and Decision Making minor must be completed on campus at Puget Sound, including ENVR 200, the policy elective, and ENVR 400.

* ENVR 200 (Note: Prior to 2018-19, this course was numbered ENVR 101.)

Note: It is strongly recommended that at least two of the courses used to fulfill the electives for the Environmental Policy and Decision Making minor be outside of the student's major department or program.

Policy Electives

One unit selected from the following policy courses.

- CONN 410 Science and Economics of Climate Change
- ECON 225 Environmental and Natural Resource Economics and Policy
- ENVR 201 Environmental Policy Tools and Topics (required, not an elective for major; can count as elective in the minor only)
- ENVR 210 Fundamentals of U.S. Environmental Law and Policy
- ECON/ENVR 327 Climate Change: Economics, Policy, and Politics
- ENVR 310 Environmental Decision Making
- ENVR 322 Water Policy
- ENVR/PG 326 People, Politics, and Parks

- ENVR 328 Nuclear Narratives of the American West
- 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

- BIOL 211 General Ecology
- BIOL 370 Conservation Biology
- ENGL 374 Literature and the Environment
- ENVR 202/203 Tools and Topics in Environmental Science (required, not an elective for major; can count as elective in the minor only)
- ENVR 204 Learning in Nearby Nature (0.25 units)
- ENVR 253 Topics in Environmental Justice (0.25 units)
- ENVR 315 Energy Resources
- ENVR/GEOL 324 Biogeochemical Approaches to Environmental Science
- ENVR 325 Geological and Environmental Catastrophes
- ENVR 335 Thinking about Biodiversity
- ENVR 343 Buddhist Environmentalisms
- ENVR 345 Community—Based Methods for Environmental Research
- ENVR 350 Puget Sound Environmental Issues I: Politics and Public Participation (0.25 units)
- ENVR 351 Puget Sound Environmental Issues II: Laws and Land Use Designations (0.25 units)
- ENVR 352 Sustainability in Everyday Life (0.25 units)
- ENVR 353 Environmental Careers and Callings (0.25 units)
- ENVR 354 Contemplative Environments (0.25 units)
- ENVR 355 Sacred Ecology (0.25 units)
- ENVR 495/496 Independent Study
- ENVR 498 Internship Tutorial
- GEOL 310 Water Resources
- GEOL 330 Regional Field Geology
- HIST 364 American Environmental History
- HIST 369 History of the West and the Pacific Northwest
- INTN 497 Internship Seminar
- 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 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 10.

Connections courses. See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 24).

ENVR 325 Geological and Environmental Catastrophes **ENVR 335 Thinking about Biodiversity**

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. *Satisfies the Natural Scientific Approaches core requirement. Offered occasionally.*

200 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. This course includes a required overnight weekend trip early in the term. *Offered Fall term only.*

201 Environmental Policy Tools and Topics This course provides a foundation for upper-level policy electives in the Environmental Policy and Decision-Making Program by focusing on institutions and participation in environmental policy. Students examine both domestic and international arenas, with particular attention to the ways in which people engage with environmental issues in both familiar and unfamiliar places. Students in the course also learn tools and strategies for understanding environmental issues in diverse contexts, including discussion of different values and perspectives as well as changes in policies over time. *Offered spring term only.*

202 Tools in Environmental Science 0.50 academic unit. This course, using a tools-focused approach, provides a foundation in basic environmental sciences. The course emphasizes the following concepts: field skills, environmental sampling, data collection, data analysis, and development of scientific questions. Students gain experience applying these concepts in lab and field-based settings. For example, experiential opportunities may include air quality monitoring, water sampling, ecosystem characterization, biodiversity assessment, and spatial analysis. This course is intended for students not majoring in mathematics or the natural sciences. *Offered spring term only.*

203 Topics in Environmental Science 0.50 academic unit. Writing and presenting science clearly means thinking clearly about science. This course addresses the two main challenges of science literacy: (1) the struggle to understand, and (2) the struggle to communicate that understanding. This course provides students the opportunity to engage with the primary, scientific literature on a range of current interdisciplinary topics relevant to environmental science. Each topic is explored via case studies and review articles. In order to understand and discuss topics and readings, students apply environmental science methods and tools.

210 Fundamentals of U.S. Environmental Law and Policy This course explores the laws and policies affecting several major areas of environmental concern in the U.S. For each area, the class considers the human environmental impacts of concern, the political and policy history causing and addressing the concern, and the way in which the current policies in this area work at various levels of government. Special attention is given to the way in which policy affects local and regional environmental issues here in the Pacific Northwest. Field trips and guest speakers are often incorporated into this class. *Prerequisite: ENVR 101/200.*

250 Introduction to GIS (Geographic Information Systems) Geographic Information Systems (GIS) comprises a complex system of tools that facilitate the collection, display and analysis of geospatial (location-based) data. A GIS is effective in supporting work across the natural sciences, social sciences and humanities. Specific applications include environmental sciences, public health, urban planning, conservation biology, geology, digital humanities, military and education, and continues to

increase as technology advances. This course is designed for students who have little or no experience with GIS and want to gain an understanding of the technology. In this course, students gain a deeper understanding of the core concepts of the field and learn how to apply them in specialized areas of study. This course will use ArcGIS for Desktop software and include an introduction to ArcGIS Online tools to support project-based exercises in a hands-on lab environment. No previous experience with GIS is required.

253 Topics in Environmental Justice 0.25 unit This course explores current real world problems of environmental justice – the struggle of marginalized communities to manage profound environmental problems in ways that are often rendered invisible in the broader political landscape. The focus of the course will vary each time it is offered, depending on current debates and issues of concern in the greater Tacoma area and further afield. Consistently, it will explore the ways in which poverty and racism interact with problems of natural resource use, extraction, and management. This will include, but is not limited to, air and water pollution, toxic chemicals, infrastructure, human and environmental health, and land rights. To do this, the course draws on community-based and interdisciplinary expertise to enrich understanding of these complex issues from multiple perspectives and through different kinds of knowledge. It will also strategies for activism and involvement in environmental issues.

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 occasionally.*

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. *Prerequisites: one course in the Natural Scientific Approaches core, one course in the Mathematical Approaches core, and ENVR 101/200 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 pro-

cesses 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 101/200 or permission of instructor. Offered occasionally.*

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 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.*

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 101/200 or a PG course. Satisfies the Knowledge, Identity, and Power graduation requirement.*

327 Climate Change: Economics, Policy, and Politics Global climate change is considered by many to be the most significant environmental challenge of the 21st century. Unchecked, the continued accumulation of greenhouse gases over this century is projected to eventually warm the planet by about 6 to 14°F, with associated impacts on the environment, economy, and society. This course explores the economic characteristics of the climate change problem, assesses national and international policy design and implementation issues, and provides a survey of the economic tools necessary to evaluate climate change policies. It is largely discussion-oriented and thus requires a high degree of participation by students in the classroom. *Prerequisite: ECON 101. Cross-listed as ECON 327.*

328 Nuclear Narratives of the American West This course examines the history of the Cold War era nuclear testing and uranium extraction in the American West, in order to understand the environmental, cultural, political, and health ramifications of these activities. Using nuclear history as a case study, it explores interdisciplinary methodologies for gathering and studying narratives about human relationships with the environment. *Offered occasionally.*

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.*

343 Buddhist Environmentalisms This course examines the intersections of a Buddhist worldview with environmentalism, broadly understood. It asks what affinities exist between the two, and what the implications of such affinities might be for engendering a sense of both place and engagement in environmental context. The course explores these

inter-sections both philosophically and experientially, engaging with local nature and Buddhist practice, to deepen the possibilities of understanding shared ground between the two. *Prerequisite: ENVR 101. Satisfies the Knowledge, Identity, and Power graduation requirement.*

345 Community-Based Methods for Environmental Research Investigating issues related to environmental policy and decision-making requires a varied toolkit of interdisciplinary research and analysis methodologies that can be applied at the community level. This course introduces students to major social science methodologies and explores their applicability for EPDM research, including: historical and archival research, folkloric and narrative analysis, community based participatory research, and cultural geography. Each student designs and implements their own community-based field research project, making use of at least two of the methods introduced in the course. *Prerequisite: EPDM 101/200 or permission of instructor. Offered occasionally.*

350 Puget Sound Environmental Issues Part I: Politics and Public Participation 0.25 unit This course familiarizes students with several environmental issues affecting the Puget Sound Basin and the larger Salish Sea. The course combines class and field experience over the course of a single weekend (Friday evening to Sunday evening) with several additional weeknight meetings. Students gain an understanding of the roles people in various positions play in shaping the environmental policy of a particular place. 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 familiarizes students with environmental laws and land use designations governing selected environmental issues central to the health of Puget Sound. The course combines class and field experience over the course of a single weekend (Friday evening to Sunday evening) with several additional weeknight meetings. Students gain an understanding of the roles people in various positions play in shaping the environmental policy of a particular place. 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 an in-depth weekend experience and several evening sessions on sustainability topics. These sessions include shared readings, facilitated discussion, and contributions from guest speakers. 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.

353 Environmental Careers and Callings 0.25 unit This course provides students with opportunities to interact with environmental professionals during on-campus panels and/or job site visits. The course also provides context for reflection on these experiences in ways that link professional development to academic study in environmentally related fields. This class examines the many forces shaping not only opportunities for "green jobs," but also our views on work and its meaning. Workshops for this course help students develop professional networks as well as job seeking skills and materials.

354 Contemplative Environments 0.25 unit This course explores the ways in which different spiritual traditions (both secular and religious) consider and practice with the human relationship to the natural environment. In this light, nature is a space worth exploring in both intellectual and experiential ways, and offers the opportunity to consider

how connections and relationships are formed between people and the places in which they live. The course uses different kinds of meditation practices to help elucidate these affinities.

355 Sacred Ecology 0.25 unit. This course examines examples of ways in which different religions and spiritual systems think about nature as a resource, place, and context for beliefs and practices. How do organized belief systems relate to the natural environment, and what does this mean for the place of humans within it?

356 Garden Practices 0.25 activity unit. This quarter unit activity course is designed to give students the opportunity to gain knowledge in a variety of topics related to gardening and food production. It meets for 2 hours each week beginning three weeks into the semester, 24 contact hours over the entire course. Students also spend an hour each week independently in the garden, gaining further experience and maintaining the plants for which the course is responsible. Contact hours are divided between knowledge sharing, hands-on experience, and field trips to gardens in Tacoma. The course is student led, allowing for a peer-to-peer spread of knowledge, and gives students the opportunity to foster a sense of independence and accountability. Students who participate in the course one year have the opportunity to lead it in future years under the supervision of a knowledgeable faculty member. A select number of local community members may participate in the class on a non-credit basis.

357 Environmental Challenge 0.25 activity unit This course facilitates student teams competing in the Environmental Challenge (EC) program, a student competition to prepare and present an optimal solution to a complex “true to life” environmental problem. The EC is part of the conference hosted by the Pacific Northwest International Section (PNWIS) of the Air and Waste Management Association (AWMA), a professional organization of environmental professionals. The course requires teams of 3-5 students to submit a written proposal addressing the EC question, participation in the PNWIS three-day conference, and oral presentation and defense of the proposal at the conference. The proposals are evaluated by environmental professionals from industrial, regulatory, consulting, and academic fields. The EC problem is of current value, representative of the location of the conference, and requires a multidisciplinary approach for success. To be successful in the EC teams must seek technical and scientific analyses as well as solutions with appropriate regulatory compliance and resolution with political and community stakeholders. To be successful at the competition, student teams must research the problem background, as well as the technical, social, economic, and political aspects of the situation while staying apprised of ongoing current events related to the problem. A diversity of student backgrounds and majors are encouraged to enroll and often produce the most successful teams. *May be repeated once for credit.*

358 Practice of Meditation 0.25 activity credit. Meditation in many forms is practiced in many religious and secular traditions around the world. In this course, students explore the intersections of mindfulness and awareness, contemplation, and meditative walking and observation as a way to become more aware of their own internal thought processes. Meditation can also help students to be more focused, less stressed, and more aware of others and the place in which they reside.

360 Food Systems Northwest: Circuits of Soil, Labor, and Money Eating food is critical to everyday life, and yet many have the luxury to treat daily sustenance as an afterthought. For some, the connections between food and the larger environmental and social systems that sustain human life are largely invisible. This experiential course explores these interactions through an extensive and intensive investigation of

the Northwest food system from farm to fork. For three weeks, the course travels among the campuses of Whitman College, the University of Puget Sound, and Willamette University, tracing the themes of soil, labor, and money across the Northwest foodscape. Beginning at Whitman, students focus on the political economy of the food system, training a global lens on the industrial wheat farms, chicken processing plants, and large-scale dairy operations of the Walla Walla Valley. At the University of Puget Sound, the focus shifts to urban agriculture and food justice, tracing the three themes through questions of poverty and access to food, urban planning, and the challenges of growing food in the city of Tacoma. Finally, the course concludes at Willamette where students will live and work at Zena Forest and Farm, putting the methods of sustainable agriculture into practice and exploring the opportunities and obstacles associated with smaller-scale organic agriculture in the Willamette Valley. *Offered occasionally.*

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 101/200 or a PG course or instructor permission.*

395 The History, Utility, and Practices of Natural History Museums 0.5 unit This course is designed to provide a general overview of natural history museum uses and practices. Natural history museums were the primary locus for biological research in the 18th and 19th centuries. They represent invaluable archives of Earth’s biodiversity; their vast collections of specimens provide a temporal and geographic record of life unmatched by written or illustrated accounts. They document variation—the foundation of evolution—in time and space and allow biologists to make comparisons that are difficult or impossible to observe in the field. Natural museums are an incredible resource for researchers with interests in evolution, ecology, zoology, botany and environmental change. They are phenomenal venues for teaching and engaging students ranging from young children to senior citizens. And they are sources of inspiration for scientists and artists. In this course students learn the history of natural history collections, engage in the practices of natural history museums, learn the myriad ways that natural specimens have been used in research, and do an independent project. *Offered occasionally.*

400 Senior Seminar in Environmental Studies 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. Prerequisites: Environmental Policy and Decision Making major or minor; ENVR 101/200; two elective units 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.*

EXERCISE SCIENCE

Professor: Gary McCall, *Chair*;

Associate Professor: Jung Kim; Michael Pohl (on leave fall 2019)

Assistant Professor: Kirsten Coffman

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. Apply the scientific method of inquiry to issues and questions in the exercise science field;
2. Communicate effectively through discussion, written work, and oral presentation;
3. Demonstrate ability to assess, analyze, and evaluate from observation and sound data collection;
4. Articulate a personal standard of ethics and key values for work in the profession of exercise science;
5. Demonstrate ability to work independently and to assume a leadership role in the field of exercise science;
6. Complete a successful transition to advanced 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 or 115, 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 complete Biomechanics, Exercise Physiology, Nutrition, and Neuromuscular Adaptation. In the fourth year, students will complete a Senior Capstone 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 or 115; Math 160; and Physics 111.
3. EXSC 301 Nutrition and Energy Balance; EXSC 328 Neuromuscular Adaptation; EXSC 329 Exercise Physiology; and EXSC 336 Biomechanics.
4. EXSC 450 Senior Capstone
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 five courses to include EXSC 200, 221 and 222; and two of the following 300 level courses: EXSC 301, 328, 329, or 336.

Notes

1. A grade of C or higher must be earned in BIOL 111, CHEM 110 or 115, MATH 160 and PHYS 111
2. A grade of C- or higher must be earned in all other prerequisite courses.
3. 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."

200 Introductory Research Methods This course is intended to introduce the student to reading and critiquing original research in exercise science. Common research techniques and terms are explored as they pertain to collecting data on human subjects. Students lead discussions, use statistical software for data analysis, and learn lab writing skills. *Prerequisite: MATH 160 or permission of instructor. Offered each semester.*

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 or 115, EXSC 222, or permission of instructor. 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 with a grade of C or higher. Offered Fall semester only.*

280 Directed Research 0.25 - 1 unit This course provides a laboratory research experience for sophomores under the direction of a faculty member. Students may initiate a project or join a research project in the mentor's lab. Student and mentor fill out a department contract. A written research paper and a reflective summary of the research experience must be submitted for a final grade. *Prerequisite: BIO 111, CHEM 110, MATH 160 and instructor permission.*

301 Nutrition and Energy Balance This course provides students with the basic concepts of nutrition and energy balance 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.*

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 Neuromuscular Adaptation 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, 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 neurorehabilitation may be explored. *Prerequisites: EXSC 200, 221, and 222. Recommended: NRSC 201.*

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-related diseases, and other current topics. Formal laboratory reports and a review of literature are required. *Prerequisites: EXSC 200, 221, and 222.*

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, 301, and 329. 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, a review of literature, and a poster or oral 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 occasionally.*

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.*

380 Directed Research 0.25 - 1 unit This course provides a laboratory research experience for juniors under the direction of a faculty member. Students may initiate a project or join a research project in the mentor's lab. Student and mentor fill out a department contract. A written research paper, a reflective summary of the research experience, and an oral or poster presentation must be submitted for a final grade. *Prerequisite: BIO 111, CHEM 110, MATH 160 and instructor permission.*

424 Recent Advances in Cellular and Molecular Mechanisms of Neuroplasticity This course explores the cellular and molecular mechanisms related to neuroplasticity. Topics such as Alzheimer's, stroke, Parkinson's, muscular dystrophy, cerebral palsy, multiple sclerosis, aging, spinal cord injury, and others will be discussed. Up-to-date molecular and cellular findings from the topics listed above and their effects on our understanding of neuroplasticity and/or neurorehabilitation will be explored. *Prerequisites: EXSC 200, 221, and 222, or permission of instructor. Recommended: NRSC 201. 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 occasionally. May be repeated for credit.*

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.*

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 will also be examined as they relate to health. *Prerequisite: EXSC 301, 328, 329, 336, or permission of instructor. 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: EXSC 336 or permission of instructor. Offered Occasionally.*

450 Senior Capstone Students work in small collaborations to identify a relevant scientific question, research the literature, and design and complete a research thesis written in format of a journal style manuscript. The specific topic(s) of the course vary by semester based upon the research expertise of the faculty instructor assigned to the course, and may include topics in either biomechanics, neuromuscular adaptation, exercise physiology, or nutrition. Lecture sessions focus on primary research within the expertise of the faculty instructor and students participate by leading and taking part in lectures and discussions. Laboratory experiences include reviewing techniques from prerequisite courses and acquiring new skills required to propose and conduct original research, and present results in oral and written formats. *Prerequisite: EXSC 301, 328, 329, and 336, or permission of instructor.*

480 Directed Research 0.25 - 1 unit This course provides a laboratory research experience for seniors under the direction of a faculty member. Students may initiate a project or join a research project in the mentor's lab. Student and mentor fill out a department contract. A written research paper, a reflective summary of the research experience, and an oral or poster presentation must be submitted for a final grade. *Prerequisite: BIO 111, CHEM 110, MATH 160 and instructor permission.*

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 must 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.*

EXPERIENTIAL LEARNING COURSES

106 Community and Self 0.25 activity unit. This course prepares students to be engaged citizens in their new home. The course serves as an introduction to the history of the city of Tacoma and our positionality within the city. Students engage their own values and identity, critically interrogating the social identities and experiences which shape their worldviews. The first half of the course focuses on identity development. The second half focuses on theories and practice of ethical civic engagement, working with community partners, and what it means to be a student member of Tacoma. Out-of-class volunteer hours are required. This course prepares students for future engagement with the Experiential Learning Program, civic engagement and volunteering through the Center for Intercultural and Civic Engagement or Access Programs, and general volunteering as individuals and members of campus philanthropy and civic organizations. *Pass/fail grading.*

107 Civic Engagement Pathway Seminar I This course is designed to serve as a seminar for students in the Civic Engagement Pathway

Program. It is the second of four consecutive cohort-based courses. The course brings together classroom discussion with out-of-class, community-based learning, service, and engagement. *Pass or fail grading only. Prerequisite: EXLN 106.*

108 Civic Engagement Pathway Seminar II This course is designed to serve as a seminar for students in the Civic Engagement Pathway Program. It is the second of four consecutive cohort-based courses. The course brings together classroom discussion with out-of-class, community-based learning, service, and engagement. *Pass or fail grading only. Prerequisite: EXLN 106 and 107.*

201 Reflective Immersive Sophomore Experience Internship The Reflective Immersive Sophomore Experience (RISE) program offers sophomores the opportunity to connect their academic learning to career exploration and build important personal, social and professional skills. Class sessions will focus on the preparation of career documents for an internship search and help students identify internship opportunities. During the summer, students will participate in a 120 hour internship of their choice. The course culminates in a final ePortfolio project where students reflect on, and articulate the narrative of, their experience via a final project using ePortfolio. Students ultimately build career knowledge in their area of interest and develop the agency to move confidently towards (or away from) a career field.

215 Youth Development for Social Justice 0.25 activity unit. The youth development approach is based in positive youth development research, the commitment to creating and maintaining a safe, supportive, and productive environments for youth. This course empowers volunteers, mentors, coaches, tutors, and youth practitioners to adapt, implement, and scale research validated quality standards in their respective volunteer sites. Students apply standards by working with youth in the Tacoma community in an active and meaningful way. Students are required to volunteer a minimum of 10 hours during the course of the semester working with youth by means of mentorship, tutoring, or coaching. *Pass/fail grading.*

240 Makerspace Experience 0.25 activity credit Expressly designed as an experiential learning opportunity, this course invites students to dive into the world of making by undertaking, completing and documenting a Makerspace activity. Along the way, students are expected to actively reflect on their learning experiences in the Makerspace and how it enhances their educational experiences at Puget Sound.

301 Reflecting on Experiential Learning Away 0.25 This companion course to a study away experience deepens the learning potential through the practice of ongoing reflection. During the semester following their study abroad or study away, students will create a digital collection of their experience using the Sounding Board ePortfolio or other platform. The collection will represent their unique experience through photos, videos, journal entries, coursework, research papers, and written reflection. The course culminates in a symposium where students will share their digital collection and international experience with the campus community.

350 Internship Seminar 0.25 to 1 unit variable credit The central objective of this course is to provide students with an academic-oriented framework that informs, supports and complements their internship learning experience. There is a strong tradition that field experience—in the broadest sense of the term—can be an important step in a college education. Students in the course participate in an internship that offers them the opportunity to: engage in learning in an off-campus work-related organizational setting, extend knowledge acquired elsewhere in the

curriculum, learn how to create observational fieldnotes that lead to an academic analysis of an organizational experience and reflect upon work experience within an academic context.

351 Internship Away The central objective of this course is to provide students with an academic-oriented framework that informs, supports and complements their internship learning experience. There is a strong tradition that field experience—in the broadest sense of the term—can be an important step in a college education. Students in the course participate in an internship that offers them the opportunity to: engage in learning in an off-campus work-related organizational setting, extend knowledge acquired elsewhere in the curriculum, learn how to create observational fieldnotes that lead to an academic analysis of an organizational experience and reflect upon work experience within an academic context.

FRENCH STUDIES

Professor: Diane Kelley, *Chair*

Assistant Professor: Rokiatou Soumaré

Visiting Assistant Professor: Françoise Belot

Instructor: Steven Rodgers

Dijon Program Administrative Director: Nathalie Choplain

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 French Studies Department offers distinct majors that combine the study of language, culture and literature with international affairs, communications, music, theater and art, as well as a minor. The curriculum promotes oral and written fluency in French, and is designed to give students an in-depth familiarity with the language, culture, and literature of France and the French-speaking world. Faculty members in French Studies are specialists in French literature and culture, and are either native to or have spent considerable time in France and Francophone countries.

By assessment in oral fluency and written exams in all courses, graduating majors in French Studies will:

1. Demonstrate an ability to communicate orally and in writing in French, and be aware of appropriateness of communication with respect to situation and register.
2. Acquire a broad appreciation and deep understanding of cultural and linguistic differences in France and other French-speaking countries.
3. Read French texts critically and with aesthetic appreciation.
4. Write analytically and interpretively in French, and with knowledge of research protocols and general familiarity with French literary history.
5. Cultivate awareness of important political and cultural issues in countries where French is spoken.

French Theme Houses and the Michel Rocchi International District

The department supports the learning concept of a living-learning 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 French in a small group envi-

ronment. The International District located in Thomas Hall offers cultural programs and activities to students with varied international experiences and backgrounds. Applications for the Michel Rocchi International District, and for language-based theme houses are available from the Office of Residence Life and on the department home page.

Study Abroad Coursework

The department of French Studies is fully committed to the concept of study abroad as a complement to students' intellectual trajectory as they learn about the culture, history and literature of another country or countries. While all students are strongly encouraged to participate in endorsed study abroad programs in France or a Francophone country, majors in the department are required to complete a semester of study abroad in a French speaking country. Details of these and other Francophone study abroad programs may be obtained from department advisors and the Office of International Programs.

Because not all study abroad programs are suited for French Studies majors and minors, only departmentally sanctioned coursework earned through university study abroad programs may be counted towards degrees in the department's majors and minors.

Credit is accepted from endorsed programs in Dijon, Nantes, and Paris, as well as Senegal and Madagascar. Programs are also offered in Francophone Africa. 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 academic advisor prior to enrollment.

Transfer of Units and Placement

Students with previous high school French 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 French. Other factors such as study abroad, living with exchange students or Francophone parents, and other intensive studies may warrant special consideration on a case-by-case basis. To assure proper placement, all students should consult department advisors in the French Studies Department prior to enrollment.

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 consultation and 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. French coursework completed at other accredited institutions may be accepted toward the major or minor subject to the stated requirements for each major or minor.

The university does not give credit for ACTFL exams nor does it accept exams or courses taken via distance learning or hybrid methods toward the foreign language graduation requirement. Similarly, the department does not apply courses taken via distance learning or hybrid methods towards the major or the minor in French.

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. Additional stipulations are indicated in the major and minor degree requirements listed below.

A grade of C or higher must be earned in each course for a French Studies major or minor.

Refer to home departments on prerequisites for all courses having

other than the FREN designation. For example, PG 321 has a prerequisite of PG 102.

Study Abroad and Senior Portfolio:

All majors in the French Studies department are required to:

1. Complete a semester of study abroad in a French speaking country. Exceptions to the semester study abroad requirement may be made on case-by-case basis in a petition to the department, and in consultation with a department academic advisor. Approved study abroad options and descriptions are available at the Office of International Programs, and linked on the department home page.
2. Compile an ePortfolio of their work, submitted to the department by April 1 of their senior year. When students declare a French Studies major, they should seek a faculty advisor in the department who will advise them on the creation of their ePortfolio. The ePortfolio serves to assess the student's progress in the curriculum and to synthesize the student's total experience as a major. An explanation of this requirement is available on the department home page.

Senior Paper:

French Studies majors in any of the Literature emphasis areas (Literary Studies, Cultural Studies, French and the Arts, and Comparative Literature) are required to submit a senior paper to satisfy graduation requirements for the major by April 15 of their senior year. An explanation of this requirement is available on the department home page.

Requirements for the Bachelor of Arts in French Language and Literature

Ten to 12 units (depending on area of emphasis), a senior portfolio, a senior paper (for all majors except FLIA), and a semester of study abroad in a French speaking country (see General Requirements above).

I. Basis in French Language and Literature

- A. Eight units in French at the 201 level or above, to include:
 1. FREN 300 or 310
 2. Two additional units at the 300 level and above, one of which must be at the 400 level. At least one course satisfying this requirement must be taken at the Tacoma campus during the senior year.

II. Elective Area of Emphasis (Choose Option A, B, C, or D)

- A. **French Literary Studies** (2 units)
Two additional units at the 300-level or above in French, taken at the Tacoma campus.
- B. **French Cultural Studies** (4 units).
One unit taken abroad may be considered to count towards item B in the requirements below.
 1. **French Focus.**
 - a. Two units of the following, taken at the Tacoma campus: FREN 220, 235, 240, 250, 270, 380.
 - b. Two units of the following: HUM 290, 367; HIST 302, 304, 305, 307, 311, 314, 317, 322.
 2. **Francophone Focus.**
 - a. Two units of the following, taken at the Tacoma campus: FREN 220, 240, 260, 270, 330, 340, 380.
 - b. Two units of the following: AFAM 210, 401; HIST 291, 293, 392, 394.
- 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 academic advisor.

1. Art Focus (3-4 units)

Any three units from: ARTH 275, 276, 325, 359, 360, 361, 363, 365; ENGL 212. Two of these Art focus courses must be taken at the Tacoma campus. 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 222, 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 373, 376; HUM 290, PHIL 353; THTR 200, 250, 371, 373. Experiential component requirement options may include one unit of THTR 215, 217, or 300. 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 one of the following literatures: American Literature, English Literature, German Literature, or Hispanic Literature, to be determined in consultation with a department academic advisor.

Requirements for the Bachelor of Arts in French Language/International Affairs (FLIA)

Fourteen units, a senior portfolio, and a semester of study abroad in a French speaking country (see General Requirements above).

- 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, 331, 332, 333, 334, 335, 336, 339, 347, 360 or 361 (but not both), 382; 385 (applies to FLIA for Politics and Government majors and minors only); SOAN 318, 335, 340
- III. **Three units in International Business or Economics**
Three units from: ECON 101, 268, 271; BUS 305, 310, 370, 435 (prerequisite 315), 475; IPE 205, 311, 321. Only one IPE course may count toward the FLIA major.

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.

Students minoring in French may satisfy the university's three (3) unit upper-division requirement by completing French courses 210 or above because such courses have two (2) prerequisite units (201-202).

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" (page 10).

The proper course sequence of foreign language instruction is Elementary Level 101, 102, Intermediate Level 201, 202. A student who has earned a passing grade for these four sequenced courses may not subsequently receive credit for a previous course in the sequence.

Other courses offered by French Studies Department faculty.

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

SSI1/SSI2 146 Becoming Modern: Paris, 1870-1900
SSI2 180 The French Revolution

Other courses offered by French Studies Department faculty

HUM 260 It's Only Rock and Roll: Rock from the Cradle to Adolescence

Satisfies the Humanistic Approaches core requirement.

All of the following courses are taught in 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. The course sequence of foreign language instruction is Elementary Level 101, 102, Intermediate Level 201, 202. *Prerequisite: 101 and 102 are sequential courses; 101 or permission of the instructor required for 102. 101 offered yearly in the Fall term only; 102 offered yearly in the Spring term only.*

201/202 Intermediate French The course aims to develop oral and written fluency with contextualized, meaningful, and communicative activities, including study of films, multimedia and contemporary texts. Special emphasis is on acquiring the ability to use French in conversational situations, consolidating and expanding familiarity with previously studied grammatical forms, and developing vocabulary. *Prerequisite: 201 and 202 are sequential courses; 201 or permission of instructor required for 202. 201 offered yearly in the Fall term only; 202 offered yearly in the Spring term only.*

205 French Current Events 0.25 unit. This .25 unit course offers students an opportunity to practice their French language skills as well as keep up with current events from the French perspective. The course meets once per week in a conversation hour format. *Prerequisite: FREN 202 or its equivalent. Admission to the course will be based on appropriate level of spoken and reading French. This course may be repeated once for credit. This course alone does not satisfy the post-intermediate language requirement for study abroad in a Francophone country or the foreign language requirement.*

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. *Prerequisite: FREN 201/202 or equivalent. Offered frequently.*

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 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. *Prerequisite: FREN 201/202 or equivalent. Offered every other year.*

230 In Other Words: French Translation This course is designed as an introduction to the principles and practice of translation. Through weekly exercises on texts ranging from newspaper articles and ads to contemporary young adult novels and literary fiction, students build up their French vocabulary and grammar skills. Particular attention is paid to the syntactic differences between French and English and to some of the thorniest issues for French language learners (articles, past tenses, relative pronouns etc.). Readings are in French and English with discussion conducted in French only. *Prerequisite: FREN 202 or its equivalent. Offered frequently.*

235 The Paris Connection Through a contextualized exploration of Paris from historical and/or contemporary perspectives, students develop their language skills through intensive grammar review, vocabulary enhancement, written expression, and conversational fluency. The course aims to prepare students for upper-level French courses and study abroad by improving French written and oral fluency through a project-based approach, focusing on different aspects of Parisian life of interest to students, from artistic movements to fashion and food. *Prerequisite: FREN 201/202 or equivalent. Offered every other year.*

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. *Prerequisite: FREN 201/202 or their equivalents. Offered every other year.*

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. *Prerequisite: FREN 201/202 or their equivalents. Offered frequently.*

260 Cultures 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. *Prerequisite: FREN 201/202 or their equivalents. Offered frequently.*

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- and/or twenty-first-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. *Prerequisite: FREN 201/202 or their equivalents. Offered every other year.*

280 Topics in French/Francophone Culture 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 201/202 or their equivalents. Offered frequently.*

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 satisfies the gateway requirement for French and Francophone Studies literature and culture majors. *Prerequisite: FREN 201/202 or equivalent. Offered every other year.*

310 Introduction to French Short Fiction This course presents students with an overview of the development of French literature from the middle ages to the 20th century, focusing on short fiction. Students will gain an understanding of the periodization and development of French literary movements in relation to historical events and changing socio-political structures. At the same time, students will develop skills in critical analysis as they approach literature written in French, often for the first time. Through reading and discussion, students will develop literary acumen, see the same work of literature from different angles and improve their use of written and spoken French in academic discourse in preparation for more advanced upper-division French courses for which they will have developed a critical and historical context. This course satisfies the gateway requirement for French and Francophone Studies literature and culture majors. *Prerequisites: FREN 201 and 202 or their equivalents are required, and one additional 200-level FREN course is recommended.*

320 Introduction to Contemporary 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. *Prerequisite: FREN 201/202. One additional 200-level French course recommended. Offered every other year.*

330 Introduction to Francophone Literature 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. *Offered every other year.*

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. *Offered every other year.*

350 French/Francophone 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. *Offered occasionally.*

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. *Offered occasionally.*

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. *Offered occasionally.*

391 African Women Writers This course is for all students interested in African studies, in Francophone writers, and issues related to Gender Studies in Africa. No prerequisite or French language is required. Lectures and all in-class discussions are conducted in English. French Studies majors read and turn their assignments in French. Other students read and turn their assignments in English. In this class we explore African women writers and critics, looking at their theoretical priorities and cultural positions. This course is designed to provide students with both a specific and a general view of the status, achievements and experiences of African women in fiction. Reading authors from diverse African countries gives students a broad understanding of the challenges African women encounter. The course also allows students to decipher the nuances of African women's experiences and the diversity of African societies. A contrast is made with Western feminist traditions. Authors include Chimamanda Ngozi Adichie (Nigeria), Mariama Bâ (Senegal), Assia Djebar (Algeria), Buchi Emecheta (Nigeria) and Tsitsi Dangarembga (Zimbabwe). Our discussions will focus on issues of identity, oppression, tradition, resistance, exile, language, and colonialism. *Offered every other year. Satisfies the KNOW requirement.*

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. *Offered every other year.*

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. *Offered occasionally.*

440 French Fiction of the Twentieth Century An intensive study of the major themes, forms, and techniques in modern French literature. *Offered frequently.*

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.

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. *Offered frequently.*

GENDER AND QUEER STUDIES PROGRAM

Acting Director: Heather White, *Religious Studies*

Advisory Committee: Greta Austin, *Religious Studies (on leave spring 2020)*; Terry Beck, *Education*; Regina Duthely, *English*; Tanya Erzen, *Religious Studies*; Sara Freeman, *Theatre Arts*; Alison Tracy Hale,

English; Suzanne Holland, *Religious Studies, Bioethics*; Priti Joshi, *English*; Alisa Kessel, *Politics and Government*; Laura Krughoff, *English*; Siddharth Ramakrishnan, *Neuroscience (on leave 2019-2020)*; Brett Rogers, *Classics*; Melvin Rouse, *Psychology*; Renee Simms, *African American Studies*; Stuart Smithers, *Religious Studies*; Jennifer Utrata, *Sociology and Anthropology*; Harry Vélez-Quiñones, *Hispanic Studies*; Stacey Weiss, *Biology*; Heather White, *Religious Studies/Gender and Queer Studies*

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 sexuality, identity, and gender. The current Gender and Queer Studies program has the following learning objectives:

1. To understand, apply and critique key concepts and theoretical positions in feminist, gender and queer studies;
2. To use and interrogate gender and sexuality as categories of analysis at various levels, such as individual, interactional, institutional, and global and in specific historical, cultural, and disciplinary contexts;
3. To reconsider and denaturalize identities and experiences as embedded in and produced by interlocking systems of power and inequalities;
4. To integrate feminist, gender and queer analysis into educational and activist practices: in students' research, writing and classroom interactions and in public scholarship, activism, and everyday life.

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 and Queer Studies Minor

Completion of a minimum of five units to include:

1. GQS 201 (introductory survey)
2. GQS 360 (theory and methods course)
3. GQS 494 (thesis course)
4. At least two elective courses from the list below.

Note: Only one course taken for the major may be used to satisfy the requirements for the Gender and Queer Studies minor.

Course offerings with credit for Gender and Queer Studies

AFAM 210 Black Fictions and Feminism
 AFAM 355 African American Women in American History
 BIOL 102 Evolution and Biology of Sex
 BUS 493 International Management: A Gender-Based Perspective
 CLSC 225 Gender and Identity in Greece and Rome
 CLSC 325 Sex and Gender in Classical Antiquity
 COMM/AFAM 370 Communication and Diversity
 COMM 422 Advanced Media Studies
 CONN 332 Witchcraft in Colonial New England
 CONN 340 Gender and Communication
 CONN 354 Hormones, Sex, Society and Self
 ECON 244 Gender and the Economy
 EDUC 290 Making Men: Schools and Masculinity
 ENGL 206 Literature by Women
 ENGL 346 Jane Eyre and its Afterlives
 ENGL 381 Major Authors (depending on subject; not all sections are GQS approved)

ENGL 365 Gender and Sexualities
 ENGL 379 Special Topics in Theory – Contemporary Black Feminist Theory
 ENGL 383 Studies in 17th and 18th Century American Literature (depending on subject; not all sections are GQS approved)
 FREN 391 African Women Writers
 GQS/REL 215 Religion and Queer Politics
 GQS 220 What is Queer?
 GQS 291 Gender Studies Publication
 GQS 310 Histories and Theories of Sexuality
 GQS/HUM 327 Queer Cultures
 GQS 340 Feminist and Queer Methodologies
 GQS 365 Indigenous Feminisms
 HIST 305 Women and Gender in Pre-Modern Europe
 HIST 349 Women of East Asia
 HIST 392 Men and Women in Colonial Africa
 IPE 350 IPE of Gender and Sexuality in China
 IPE 355 Postcolonialism, Revolutions, and Global Capitalism: Feminist Inquiries from Asian Perspectives
 LTS/SPAN 375 Queer-Latinx: Sex and Belonging
 MUS 223 Women in Music
 PG 349 Contemporary Issues in Political Theory: Intersectionality
 PG 385 Feminist Approaches to International Relations
 PG/PHIL 390 Gender and Philosophy
 PSYC 250 Human Sexuality
 REL/GQS 215 Religion and Queer Politics
 REL 303 Sexuality and Religion
 REL 307 Prisons, Gender, and Education
 REL 320 Reproductive Ethics
 REL 321 Sexuality and Christianity: Then and Now
 REL 323 Gender and Sexuality in Muslim Societies
 REL 368 Gender Matters
 SOAN 202 Family in Society: Critical Perspectives
 SOAN 212 Sociology of Gender
 SOAN 304 Gender and Sexuality in Japan
 SOAN 315 Identity Politics in Latin America
 SOAN 316 Social and Cultural Change
 SOAN 318 Gender, Work, and Globalization
 SOAN 390 Men and Masculinities
 SOAN 481 Special Topics (depending on subject; not all sections are GQS approved)
 STS 318 Science and Gender

Other courses may be added to this list on a semester-by-semester basis.

Notes

GQS 201 and GQS 360 are prerequisites for GQS 494.

Program Course Offerings

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

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI2 117 Coming Out! The Gay Liberation Movement
SSI1/SSI2 118 Doing Gender
SSI1/SSI2 126 Gender, Literacy, and International Development
SSI1 152 Gender and Performance
SSI2 162 Mary and 'Aisha: Feminism and Religion
SSI1 177 Marriage in History and Literature: An Inquiry into What This Institution is For

SSI2 182 Against Equality: The Marriage Equality Movement and its Queer Critics

SSI2 185 Queer Case Files: Gender and Sexual Deviance in Postwar America

201 Introduction to Gender, Queer, and Feminist Studies

This course serves as an introduction to Gender, Queer and Feminist Studies. It surveys the history of feminisms, and then explores the rise and trajectories of gender studies and queer studies. The course engages with the ways in which gender, sexuality, race, class, ability/disability, and other facets of identity intersect with each other. Students will consider the implications of activism as well as the academic development of these disciplines, and they will engage with the ways that the readings touch upon their own lives. *Satisfies the Humanistic Approaches core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every semester.*

215 Religion and Queer Politics What has been the role of religion in gay, bisexual, transgender and queer (LGBTQ) politics? This course challenges the dominant picture of entrenched opposition between queer lives and religious traditions, and it investigates the complexity and variety of queer and religious engagement during the twentieth- and twenty-first centuries. This course covers the historical emergence of sexual and gender identity communities in the United States and the attendant formations of established religious teachings as backdrop and critical context for both opposing and supportive religious involvement LGBT politics. The course examines anti-queer religious responses but also spends significant time covering queer-inclusive religious advocacy, including liberal religious involvement in gay liberation, the formation of queer inclusive churches and synagogues and new spiritual communities such as the Radical Faeries, and religious involvement in political causes from AIDS/HIV activism, hate crimes legislation, and same-sex marriage. Crosslisted as GQS/REL 215. *Offered occasionally.*

220 What Is Queer? Rather than approaching “queer” as a designated set of identities or a defined area of study, this course explores an ongoing question, asking: what kinds of bodies, desires, histories, and politics does queer describe? This inquiry includes Lesbian, Gay, Bisexual, Transgender, and Intersex (LGBTI) lives and histories. However, students also look beyond these social identities to broadly investigate sexualities and genders that fall outside the cultural norm and analyze how these norms are constructed and contested. *Satisfies the Knowledge, Identity, and Power graduation requirement. Offered occasionally.*

291 Gender and Queer Studies Publication 0.25 activity unit Gender and Queer 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.*

310 Histories and Theories of Sexuality What does it mean to study sexuality? Does it change over time and space? How does identity affect sexuality? This seminar course addresses these and other questions through an interdisciplinary approach that draws on theoretical perspectives from cultural studies, history, science, sociology, and anthropology. The course pays particular attention to how the category “sexuality” relates to concepts of race, gender, nation, class, globalization, and politics. Through authors such as the Marquis de Sade, Freud, Malinowski, Foucault, Butler, and others, the course explores how terms such as “women” and “men,” “femininity” and “masculinity,” as

well as “homosexuality” and “heterosexuality” have structured people’s experiences and their perceptions of sexuality at large and the central position it occupies within culture. The course first covers some critical readings from feminist, queer, and scientific perspectives in relation to sexuality. Then, armed with these tools, students address key topics in the field around science and sexology, histories of sexuality, reproductive politics, queer theory and pedagogy, health, hook-up culture, body modification, sexual harassment and #MeToo, and global issues in sexuality. Prerequisite: GQS 201. Offered occasionally.

327 Queer Cultures Gay, lesbian, bisexual, transgender, queer, questioning (GLBTQ) are categories used to identify sub-groups within the queer community. Yet within these groups, or cultures, exist vastly complex and different experiences. In the struggle for social justice and equity, queers navigate the tension of remaining hidden—to fit into the dominant culture—versus being seen—to change the dominant culture. Main units include: “Science, Sexuality, and Ethics”, “Queering School Curricula”, “Marriage is a Queer Institution” and “The Disappearing Queer: Fear and Desire in Theory”. This course addresses questions such as: How are cultures constituted, experienced, and transformed? How can we interrogate category systems to understand framing assumptions and the ways categories position “majority” and “minoritized” in social contexts? What is the relationship between taking a subversive stance and social transformation? *Satisfies the Knowledge, Identity, and Power graduation requirement. Cross-listed with HUM 327. Offered occasionally.*

340 Feminist and Queer Methodologies This course provides students with an overview of feminist and queer methodological issues and dilemmas and a variety of research techniques and methods. We will investigate the ethics and politics of research; how theories are incorporated into research; how evidence is gathered; and what counts as truth and authority at higher levels of abstraction. We will read collaborative research by women organizing around health issues in India and education in prison, an ethnography of transgender identity, a study of women living with HIV, the graphic novel *Fun Home*, and scientific studies of lesbian sexuality. Students will come to understand how research methods direct research outcomes. The course will emphasize feminist and queer research as a deeply interdisciplinary endeavor, one that necessitates an appreciation for a variety of research approaches so that students develop the capacity to produce (and to learn from), in the words of Donna Haraway “both vertical deep studies and lateral, cross-connecting ones.”

360 Gender, Feminist and/or Queer Theories This course surveys the history and development of feminist, gender and/or queer theories, with an emphasis on theories produced in the 20th and early 21st centuries. The course familiarizes students with key feminist, gender and queer theoretical debates and concepts, and requires them to read, think, speak, and write critically about these theories. Students are encouraged to employ these feminist and queer theories and concepts in critical analyses of contemporary institutions and practices, as well as in their own lives. Topics examined include power, privilege, domination, identity, difference, intersectionality, post/colonialism, trans/nationalism, ability/disability, race, discourse, performativity, gender, femininity, masculinity, sexuality, asexuality, and/or embodiment. *Offered each year.*

365 Indigenous Feminisms This course is an inquiry into the relevance of Western Feminism and to the pressing new challenges of feminist theorizing and practices. It is an exploration of how indigenous feminism, which seeks to define, explain, and improve women’s lives within patriarchal regimes of power might enrich this literature. Overall, the course addresses the intersections of race, caste, class, nationality and religion

and seeks to provide students with an intellectually rigorous background in the development of South Asian scholarship and activism. *GQS 201 recommended but not required. Offered frequently.*

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. Completion of the class includes participation in the Lewis & Clark Undergraduate Gender Studies Conference in March of each year. *Prerequisite: GQS 201, and at least one other course in the program. Offered every fall semester.*

495/496 Independent Study

498 Internship Tutorial Placement in a community or government agency dealing with social problems of particular relevance to gender, feminism, or sexuality, such as the Rainbow Center. Students develop an analysis of the group or 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 the Gender and Queer Studies Director and the Internship Coordinator.*

GEOLOGY

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

Associate Professor: Kena Fox-Dobbs

Instructor: Kenneth Clark

About the Department

The Geology Department at Puget Sound consists of five faculty members and roughly 40 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, New Zealand, 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.
- An Agilent 5100 ICP-capable of measuring elemental abundances at ppm levels and below in a wide variety of materials including rocks, water, and sediment.
- 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 preparation and analysis of samples 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. To that end, and to supplement our coursework and research opportunities, we take a departmental trip lasting 10-14 days to an exciting location in alternate years. Our Summer 2015 tour was to Iceland; past trips have been to New Zealand, Tanzania, Ecuador, and Hawaii.

Our majors develop the skills to formulate hypotheses, collect and interpret data, synthesize results, and present findings at professional conferences. All Geology majors have the option to 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, 302, a departmentally-approved summer Geology field camp, normally taken between the junior and senior years, and one of the following: GEOL 305, 306, 330, or 340 taken in the junior or senior year;
 - c. Five units from the following: GEOL 206, 301, 303, 304, 305, 306, 307, 310, 315, 320, 324, 330, 340; 492
2. CHEM 110 and 120 or 115 and 230, MATH 180 and 181 (or 160 or CSCI 161), 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI1 125 Geomythology of Ancient Catastrophes

SSI2 151 The Natural History of Dinosaurs

Other courses offered by Geology Department faculty See *Connections in the Core Curriculum section of this Bulletin for Connections course descriptions (page 24).*

ENVR 101 Introduction to Environmental Policy

ENVR 202/203 Tools and Topics in Environmental Science

ENVR 322 Water Policy

ENVR 325 Geological and Environmental Catastrophes

Satisfies the Connections core requirement.

ENVR 400 Senior Seminar in Environmental Policy

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.*

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.*

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.*

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. One required weekend field trip. *Prerequisite or co-requisite: GEOL 101, or 104, or 110. Offered every year.*

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.*

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.*

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.*

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.*

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. Two weekend field trips required. *Prerequisite: GEOL 200. Offered every other year.*

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.*

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 112. Offered every other year.*

307 Introduction to Geologic Field Methods and GIS In this course students learn a variety of techniques that are used to locate, describe, and document geologic features in the field. Specific topics include navigating with topographic maps and GPS, sketching geologic features, using a Brunton compass, recognizing and interpreting geomorphic features on topographic maps, aerial photos and lidar images, and working with ArcGIS to produce a variety of different types of maps. Three all-day field trips on Saturdays and/or Sundays are required. *Prerequisite: GEOL 200. Offered every other year.*

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, and 200, or permission of instructor and one course in Mathematical Approaches core. Lab required. Offered every other year.*

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. *Prerequisites: GEOL 101, 104, or 110, and 200, or one course in the Mathematical Approaches core and permission of instructor. Offered occasionally.*

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.*

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, GEOL 101 or 104, and any 300 level or above course in Biology, Chemistry, or Geology. Offered every other 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.*

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. *Prerequisite: GEOL 101, 104, or 110, and 200, or permission of instructor and one course in Mathematical Approaches core. Offered frequently.*

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 unit 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 Spring semester. May be repeated.*

492 Senior Thesis Research and preparation of a senior thesis under the supervision of a faculty member. Research proposal and public presentation of research results is required. Participation in GEOL 490 required concurrently or prior to enrollment.

495/496 Independent Study Project By arrangement with Geology faculty. Credit variable up to one unit.

GERMAN STUDIES

Professor: Kent Hooper, *Chair*

Visiting Assistant Professor: Kristopher Imbrigotta

About the Department

In the age of globalization, the cultural experience of the migrant is defining more and more what it means to be human. This is why the German Studies faculty believes that sustained immersion in a different culture is essential to a modern education, regardless of major. Adjusting to different customs, perspectives, and values *as an individual* within a group of native speakers allows our students to experience the dynamics of social integration from a marginal position, thus enabling them to see their own cultures in a different light.

Language has meaning only in its cultural context. That's why we teach as much about mentalities in our German courses as we do vocabulary and grammar. After four semesters of German, most students qualify for study in Germany and Austria, which, along with Switzerland, are multicultural societies with distinct histories, unique cultures, and different perspectives on immigration and the political process. Although many Germans speak excellent English, and graduate curricula are now taught in English, the American graduate students we interviewed in Germany were unanimous in the opinion that proficiency in German was essential to their success.

Germany is actively recruiting students for graduate programs across the curriculum, especially in STEM disciplines. Germany offers more financial support to foreign students than any other country. German-speaking countries also offer unique job opportunities. In an increasingly international and competitive job market, studies and internships in Germany open the doors to markets in the EU, where Germany is the dominant economic power, and in Russia and China, where Germany has developed a strong presence. Knowing German also gives you unmediated access to the greatest literature humankind has produced. Alumni and alumnae report that their German finds regular application in disciplines such as philosophy, history, art history, international studies, religious studies, and musicology.

In choosing to major or minor in German Studies, you will be joining an elite. Of over one hundred international fellowships and scholarships awarded to Puget Sound students since 2003 (Fulbright, DAAD, Congress-Bundestag Exchanges etc.), German students have won over thirty!

Study Abroad

Regardless of their majors, students are strongly encouraged to participate in approved study abroad programs. Details of these programs may be obtained from department advisors and the Office of International Programs.

Transfer Units and Placement

Students with previous high school language study may enroll in higher-level language courses by estimating that three 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.

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.

German coursework completed at other accredited institutions may be accepted toward major or minor requirements subject to the following conditions:

1. Campus Course Requirement: All German Studies majors must take a minimum of four courses taught in German at the Tacoma campus.
2. All minors must take a minimum of three units at the Tacoma campus.

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 German Studies

1. A minimum of eight units to include
 - a. Proficiency in elementary and intermediate German demonstrated by completing GERM 101-102 and GERM 201-202 or by successful completion of higher level German courses.
 - b. At least seven units in German Studies above GERM 102.
 - c. One unit, taught in German at or above GERM 350, to be taken during the senior year.
 - d. No more than two units taught in English (GERM 300-349, CONN 330) may count toward the major.
2. At least one semester in an immersion study abroad program in Germany, Austria, or Switzerland with one year **strongly** recommended (see Note 4 below).
3. A senior paper (see Note 2 below).
4. A senior portfolio (see Note 3 below).

Requirements for the Bachelor of Arts in German and East European Culture and History

1. A minimum of ten units to include
 - a. Proficiency in elementary and intermediate German demonstrated by completing GERM 101-102 and GERM 201-202 or by successful completion of higher level.
 - b. HIST 102 or 103
 - c. GERM 350, 360, or 380
 - d. At least four units from GERM 300, 305, 310, 315, 330, 420, 450; CONN 330, 333; HIST 224, 317, 320, 322, 325, 335; P&G 321. Of these four units, during the senior year students must enroll in one GERM upper-level seminar conducted in German; and in one HIST 3xx-level seminar (or CONN 333). At least one unit, but no more than two units, must come from GERM or CONN 330.
2. At least one semester in an immersion study abroad program in Germany, Austria, or Switzerland (with one year strongly recommended), or on a program in an Eastern European country that includes courses in the foreign language at some level (including Elementary).
3. A senior paper (see Note 2 below).
4. A senior portfolio (see Note 3 below).

Requirements for the Minor in German Studies

At least five units to include

1. Proficiency in elementary and intermediate German demonstrated by completing GERM 101-102 and GERM 201-202 or by successful completion of higher level German courses.

- At least four units in German Studies above GERM 102 to include at least one unit, taught in German, at or above GERM 350.
- No more than one unit taught in English (GERM 300-349, CONN 330) may count toward the minor.

Notes

- Students must earn a grade of C (2.0) or above in all courses taken for a major or minor in the German Studies Department.
- The senior paper is completed during a seminar taken during the senior year.
- 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.
- 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 the *Deutsche Sommerschule am Pazifik*, or successful completion of CONN 330.
- The German Studies Department does not accept or award credit for distance learning courses.
- The German Studies Department 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 10.

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 German Studies faculty. See Connections in the Core Curriculum section of this Bulletin for course description.

CONN 330 Finding Germany: Memory, History, and Identity in Berlin

Satisfies the Connections core requirement.

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. Proficiency range after German 102: Novice Mid to Novice High (ACTFL); A1 (CEFR); 0/0+ (ILR). *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 Students continue to develop German language skills at the intermediate level, with emphasis on reading authentic texts, building a more sophisticated vocabulary, expanding grammar, honing their speaking and listening skills, and writing strategies that focus on long-term and short-term assignments. Greater emphasis on cultural competency and acquisition. GERM 201 and 202 prepare students for advanced coursework in German Studies and study abroad in a German-speaking country. These courses are 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. Proficiency range after German 202: Intermediate Mid to Intermediate High (ACTFL); A2-B1 (CEFR); 1/1+ (ILR). *Prerequisite: 201 and 202 are sequential courses; 201 or permission of instructor required for 202. 201 offered Fall only; 202 offered Spring only. GERM 202 satisfies the Humanistic Approaches core requirement.*

299 Experiential Teaching Practicum in German 0.25 activity unit

This course is intended for advanced students of German in their junior or senior years who participate in the undergraduate experiential teaching partnership at Washington Elementary School in Tacoma. *Pass/fail grading. Prerequisite: German major or minor with junior or senior standing.*

Courses taught in English (GERM 300-349)

300 German Cinema of the Weimar Republic and under National Socialism, 1919-1945

The focus is to document, in what is sometimes referred to as self-conscious art cinema of the eras of the Weimar Republic (1919-1933) and National Socialism (1933-1945), the prevalence of aestheticized violence that seems inevitably to stem from extreme imbalances of power between individuals or groups in a society in crisis. Course taught in English. *Satisfies the Artistic Approaches core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement. Prerequisite: German 101 or concurrent enrollment in German 101. Offered every other year.*

305 Culture in the Third Reich Was National Socialism the incarnation of evil in the modern world? How could twelve years of Nazi control in Germany alter world history? Did its culture consist only of propaganda and party rallies? Why did the Nazi leadership consider art and culture so central to its political goals? In the past 25 years scholars have taken a serious look at Nazi culture and revealed a much more complex set of factors at work in all areas of cultural life. This interdisciplinary course introduces students to the often contradictory but fascinating historical, social, and economic conditions that led to cultural shifts when the Nazis came to power in 1933 and then examines how Nazi policies simultaneously and systematically influenced all aspects of life in Nazi Germany (*Gleichschaltung*). Students consider both the 'lowbrow' culture and everyday life as well as the more traditional and sophisticated domains of 'high' culture. Topics include: religion, youth education, the 'camp system,' Fascism, environmentalism, racial theories, disability and discrimination, propaganda and entertainment films, music and theatre, art and architecture, gender roles and family, and consumer culture. Course taught in English. *Offered every other year. Satisfies the Artistic Approaches core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

310 WWI in Literature and the Other Arts, 1908-1938 This course explores the words, actions, thoughts and feelings of the individual amidst the catastrophe of war. The course treats a wide variety of materials that relate to WWI, including lyric poetry, novels, memoirs, visual art, film, and deliberative and commemorative oratory. Students explore the ways in which various rhetorical and narrative treatments of soldiers and of war offer us understandings of the subjective experiences and ethical choices of ordinary and extraordinary people under extreme stress and facing horrendous challenges. The course also intends to consider notions of the individual, the community, and civilization (with all that word implies), against the backdrop of the chaotic action of war and combat.

Course taught in English. *Offered every other year. Satisfies the Artistic Approaches core requirement.*

315 Talking about the Weather: Subversion, Counter-Culture, and Resistance This course considers a wide variety of materials from film, literature, theoretical texts, and the Internet in order to examine the influence of protest, revolt, and the power of resistance on post-war German society from the 1960s to the present. Major themes and questions from this course include: To what extent is the “spirit of the sixties” still alive and to what end? What are the legacies, and perhaps myths, that coalesce around such movements in the contemporary imagination? How does this triumvirate continue to shape Germany today? Course taught in English. *Offered every other year.*

Mid-level courses taught in German (GERM 350-399)

Proficiency range: Intermediate Mid to Advanced Low (ACTFL); A2-B2 (CEFR); 1-2 (ILR).

350 From Rubble to New Reality: German Cinema after World War Two This course surveys the history and development of German cinema after 1945, including canonical works by Staudte, Schloendorff, Wenders, Kluge, and Fassbinder. We begin in the immediate post-WWII era and continue through contemporary films, examining major trends of German cinematography during four major periods: the *Truemmerfilm*, the New German Cinema of the Federal Republic, DEFA films in the GDR, and the cinematic trends after German reunification. In order to come to a better understanding of how one can define German cinema, our focus will be on both thematic and formal aspects. Class discussions will focus on questions such as: What is the relationship between a specific film and its historical-cultural context? Is this relationship overt or hidden? What does (or did) a German audience see in the film? How can we analyze and interpret these films from today’s standpoint? German films might reflect on German issues, but is there a distinct German film language/style and what position do these films occupy within world cinema? What are the theoretical and formal concerns of German filmmakers? The course will also question and challenge the notion that something like a German national cinema exists at all. *Prerequisite: GERM 202 or instructor permission. Offered every other year.*

360 German Cultural History and Politics 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. *Prerequisite: GERM 202 or instructor permission. Offered every three years.*

370 Fables, Fairy Tales, and Parables The focus of this course is on didactic literature: fables, fairy tales—many of which serve both to teach and to entertain (*docet et delectat*, the Latin dictum)—and the modern-day parables of authors such as Franz Kafka. *Prerequisite: GERM 202 or instructor permission.*

365 Images of the GDR in Literature and Film since the Fall of the Wall Thirty years ago, on November 9, 1989, the Berlin Wall opened. Less than a year later East and West Germany were politically and economically united, and the German Democratic Republic officially ceased to exist. Yet scholars, journalists, writers and filmmakers have continued explore the 40 years of divided Germany, including tensions that contin-

ued after unification. This seminar explores some of the many literary and cinematic representations of the East both as a place many are glad to have left behind as well as a place of longing for others. The course begins with a brief discussion of the history the GDR, the “Wende,” or time of transition leading up to the fall of the fall, and German unification. Among other questions, the course considers these questions: What aspects of the GDR past are thematized in texts? Which aspects are glorified or denigrated? Which aspects are remembered wistfully and which angrily? How do western and eastern authors/filmmakers differ in their treatment of the GDR past? What do these differences suggest about unification and the future of Germany? Class will be conducted in German in a supportive environment. All assignments will be written or presented in German. *Prerequisite: GERM 201 or permission of the instructor.*

380 Green Germany: Nature and Environment in German Culture

Being green is not a new trend for Germans. In fact, Germany has consistently led the way, not only within Europe but also throughout the world, in how to be environmentally friendly and natural resource conscious. Germany is (and has been) a world leader in solar and wind technologies and boasts one of the smallest carbon footprints of any industrialized major economy in the world. Why are Germans so green? What is Germany’s position on today’s major debates surrounding global warming, climate change, conservation, urban planning, public transportation, sustainable agriculture, and environmental protection? How do Germans see themselves vis-à-vis nature as represented in the arts? In this course students explore these and other questions related to nature and the environment from a German perspective, from the mid-eighteenth century through today. The course introduces students to a wide variety of subject matter and topics in literature, film, news items/current events, science, art, politics, language, and contemporary consumerism. The course also highlights the university city of Freiburg in Baden-Wuerttemberg, often called Germany’s greenest city, as a special case study. *Prerequisite: GERM 202 or instructor permission. Offered every three years.*

Advanced seminars taught in German

Proficiency range: Intermediate High to Advanced Medium (ACTFL); B1-B2 (CEFR); 1+-2+ (ILR)

405 Novellas of the 19th and early 20th Centuries 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. *Prerequisite: One mid-level German course (GERM 350-399) or instructor permission. Offered every other year.*

415 Theory and Practice of German Drama This course exposes students to representative German-language dramatic works, with the intention of staging a public performance at the end of the semester. Additional shorter texts on dramatic theory and visual and/or videos will supplement course materials. As a practical component to the course, we will also conduct technical acting exercises and in-class readings of the dramatic texts. Emphasis will be on closely reading texts, on discussing them in German, and providing opportunities to systematically advance and improve articulation of spoken German. Students participate in all facets of theatrical production, from character development, acting and performing, directing, requisitions and props, and promoting our play. *Prerequisite: One mid-level German course (GERM 350-399) or instructor permission. Offered every three years.*

420 Nobel-Prize-Winning Authors Students read a selection of works by German, Austrian, Swiss, and Romanian Nobel-prize-winning au-

thors, including Gerhart Hauptmann, Thomas Mann, Hermann Hesse, Nelly Sachs, Heinrich Böll, Günter Grass, Elfriede Jelinek, and Herta Müller. *Prerequisite: One mid-level German course (GERM 350-399) or instructor permission. Offered every three years.*

450 Contemporary Voices in German Literature and Film since 1989

This seminar seeks to interrogate assumptions about contemporary German and American culture and examine how one can better define what German and ‘Germanness’ means today (if at all possible) from the perspective of the outsider, the foreigner, and the other. What do the words ‘*Heimat*’ and ‘Nation’ mean to Germans today and why have these notions remained so fluid – even undefinable – in the German context? In this course, students engage with various literary texts, film, news items, and other media from Germany after reunification (1989/90). The course begins by touching on current events and debates surrounding the nation-state, immigrants, and multiculturalism in Germany’s increasingly evolving social and political landscape in the twenty-first century. Then it explores these questions and topics in several units, focusing on the following themes: Germany’s ever-changing capital Berlin and its role within the European and German cultural landscape; perspectives on contemporary Germany and the problems of identity, assimilation, and integration into the *Leitkultur*/dominant culture from German-Jewish, German-Turkish, and Afro-German writers, artists, and their communities; the on-going reassessment of life in the former German Democratic Republic and the phenomenon of so-called ‘*Ostalgie*’; and finally, Germany’s legacy of and continued struggle with fascism. *Prerequisite: One mid-level German course (GERM 350-399) or instructor permission. Offered every three years.*

470 Writing with Light: Literature and Photography From the very beginning of its history, photography has served as a device to reflect on and about representation. In this seminar students explore the many interrelations between literature and photography specifically in the German context as they are represented in genres of fiction, illustrated texts, autobiography, photo books, and others. Students will read and discuss selected texts, photo narratives, and combinations of photos and texts, as well as the supposed affinities and analogies between story-telling and photographic images. The course highlights theoretical texts about photography and its inclusion (or intrusion) into the literary discourse, including a short history of the medium. *Prerequisite: One mid-level German course (GERM 350-399) or instructor permission. Offered every three years.*

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. *Prerequisite: One mid-level German course (GERM 350-399) or instructor permission. Offered occasionally.*

495/496 Independent Study Independent study is available to students who wish to continue their study of German after completing the regularly offered courses in the department.

GLOBAL DEVELOPMENT STUDIES

Director: Nick Kontogeorgopoulos, *International Political Economy*

Advisory Committee: Monica DeHart, *Sociology and Anthropology (on leave 2018-2019)*; Nick Kontogeorgopoulos, *International Political Economy*; Matt Warning, *Economics*

About the Program

The Global Development Studies (GDS) Program offers an interdisciplinary minor that focuses on the transformations associated with development. Since development entails transformations at the individual, local, national, and global levels, the program consists of courses that address multiple thematic and regional dimensions of development processes.

Courses in the program allow students to explore the empirical, philosophical, and policy dimensions of development. Faculty members at Puget Sound with development expertise teach in several departments and thus can provide students with a comprehensive set of skills and experiences for future development studies or work.

Program Objectives

By working with diverse disciplinary lenses, textual forms, and theoretical models, students who complete a minor in Global Development Studies should demonstrate the ability to:

1. Explain how, and by whom, the concept of development has historically been defined and practiced.
2. Identify the assumptions that have shaped development policy goals and the diverse kinds of evidence used to evaluate their effectiveness.
3. Understand and critically evaluate a range of development theoretical frameworks.
4. Articulate connections among the political, economic, and sociocultural dimensions of global development.
5. Demonstrate analytical, research, and writing skills through the completion of a senior capstone course.
6. Apply skills or engage in experiences that will enable future studies or work in the field of global development.

To qualify for the minor 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.

Though courses that reflect a focus on development are represented in some First-Year Seminars, they do not count towards the minor in Global Development Studies. Students interested in development processes are nevertheless encouraged to consider these courses.

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.

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

The Global Development Studies minor requires 6 units:

1. GDS 211
2. One of the following two “core” courses:
 - a. ECON 268
 - b. SOAN 316
3. Three units of electives from the program curriculum listed below. Students must take at least one unit from the “Topical” group and one unit from the “Regional” group. At least two of three electives

must be at the 200 level or higher. Students who take both GDS core courses (ECON 268 and SOAN 316) will receive elective credit (Topical) for the second course

4. GDS 400.

Notes

1. If approved by a member of the Advisory Committee, substitution of requirements may be possible using 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 minor in Global Development Studies may be taken at any time in a student's academic trajectory.
2. No more than two courses taken for the GDS minor may also be used to satisfy the requirements of a major or another minor.

Course Offerings: Topical Electives

BUS/IPE 361 Business and the Base of the Pyramid
COMM 460 Technology, Organization, and Globalization
ECON 271 International Economics
ECON 327 Climate Change: Economics, Policy, and Politics
ENVR/PG 382 Global Environmental Politics
IPE 205 The Political Economy of International Trade and Finance
IPE 321 The Business of Alleviating Poverty : NGOs, Corporations, and Social Entrepreneurs
IPE/SOAN 323 The Political, Economic, and Social Context of International Tourism
IPE 331 The International Political Economy of Food and Agriculture
IPE 367 Cosmopolitan Countrysides: Understanding Rural Places in Global Context
IPE 382 The Illicit Global Economy
IPE 389 Global Struggles over Intellectual Property
IPE/SOAN 407 Political Ecology
PG 328 Development, Exploitation, and Political Change
SOAN 230 Indigenous Peoples: Alternative Political Economies
SOAN 316 Cultural Politics of Global Development
SOAN 318 Gender, Work, and Globalization
SOAN 335 Third World Perspectives
SOAN 350 Border Crossings: Transnational Migration and Diaspora Studies
SOAN 352 Critical Studies of Organizations, Work, and Management
SOAN 365 Global Health

Course Offerings: Regional Electives

BUS 472 Business in Latin America
BUS 474 Business in India and South Asia
CONN 334 Truth and Reconciliation in South Africa and Beyond
CONN 395 China and Latin America: A New Era of Transpacific Relations
ENGL 361 South Asian Fiction
HIST 280 Colonial Latin America
HIST 281 Modern Latin America
HIST 291 Modern Africa
HIST 380 Modern Mexico: From Revolution to NAFTA
HIST 382 Comparative Revolutions in Twentieth-Century Latin America
HIST 384 Transnational Latin America
HIST 391 Nelson Mandela and 20th Century South Africa
HIST 392 Men and Women in Colonial Africa

IPE 333 Political Economy of Southeast Asia
LAS 100 Introduction to Latin American Studies
LAS 380 Around Macondo in Eighty Days
LAS/PG 399 Latin American Travel Seminar
PG 325 African Politics
SOAN 312 Indonesia and Southeast Asia in Cultural Context
SOAN 315 Identity Politics in Latin America
SOAN 416 Modern India and Diaspora
SPAN 402 Seminar in Nineteenth-Century 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 10.

211 Introduction to Global Development This course serves as an introduction to global development and provides an overview of several problems associated with development and globalization. There are two themes that run throughout the course. 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 pursuing these two themes, this course will cover several topics related to development and globalization: the historical trajectory and meaning of the development idea; the role played by colonialism in shaping the contours of the contemporary world; the policy dimensions of development and globalization; the tradeoffs associated with the modernization of agriculture; the causes and consequences of the debt crisis; patterns of health and illness in low-income countries; the environmental impact of industrialization and growing global consumerism; and the challenges faced by women in low-income countries.

400 Research Seminar in Global Development Studies This capstone course allows Global Development Studies minors to consolidate their knowledge and engage in meaningful conversations about that knowledge with other students in the program. Students in this seminar undertake an in-depth examination of a specialized topic of interest within the field of global development. Working both as a class and in small groups throughout the semester, students are expected to research, write, and present a senior thesis. *Prerequisite: instructor permission required.*

GREEK

Students interested in Greek language courses should consult the Classics section in this *Bulletin*.

HISPANIC STUDIES

Professor: Josefa Lago Graña; Harry Vélez-Quiñones, *Chair*

Associate Professor: Brendan Lanctot

Assistant Professor: Jairo Hoyos Galvis

Poet in Residence: Natalie Scenters-Zapico

Visiting Assistant Professor: José Lara Aguilar

Instructor: Abel Arias; David Hanson; Alicia Ramírez-Dueker; Aurora Salvador Sanchez

About the Department

The Department of Hispanic Studies offers a sound educational experience centered on the study of the language as well as the literary and cultural production of Iberian, Latin American, and U.S. Hispanic cultures, from their origins to the present time. We offer language instruction to serve all proficiency levels, from beginners to students with native or near-native language skills. In our upper-division courses, students hone their research, writing, and public speaking skills and explore key questions posed by literary and cultural studies about the Spanish-speaking world: the United States, the Caribbean, Central and South America, and Spain.

We address the needs of traditional students of Spanish as a foreign language; of heritage speakers for whom Spanish is a part of their family history; and of bilingual and bicultural students whose first language is English but who enter the university as near-native speakers of Spanish.

In addition to our traditional mission preparing students to function in Spanish in a foreign setting, the Department of Hispanic Studies encourages students to become proficient in Spanish language and cultures within and outside the borders of the United States. Our curriculum embraces the rich variety of Spanish in the U.S., the centuries-old histories of Latino communities all over the nation, and their current demographic, cultural, and political relevance. Fostering the development of engaged citizens who are able to thrive in our increasingly bilingual nation is of central importance to our mission. In that way we assist students to prepare themselves to use Spanish as citizens and professionals on a daily basis and to understand the complexities and nuances of Hispanic cultures in the U.S. as well as abroad.

Majors in Hispanic Studies are well prepared for graduate studies in Spanish. They are also well qualified to pursue post-graduate degrees and entry-level work in fields such as law, business, education, journalism, and medicine. Frequently, our graduating majors have integrated their studies of Spanish language and cultures with coursework in other disciplines and pursue careers in fields such as international business, the non-profit sector, government, human and immigrant rights work, travel, and communications, all of which value their expertise in Hispanic Studies highly.

Students who graduate from the Hispanic Studies Department will be able to:

- Communicate in Spanish personally and professionally on a daily basis
- Demonstrate a high level of critical sophistication as readers of complex literary texts
- Engage critically and deliberately with challenging theoretical questions on a wide variety of topics in the field
- Prepare and execute effective oral presentations in Spanish and write solid research papers on Hispanic literary and cultural studies
- Understand the complexities and nuances of Hispanic cultures in the U.S. and abroad
- Demonstrate an awareness of the linguistic, cultural, racial, and ethnic diversity of Spain, Latin America, and the U.S.
- Act thoughtfully as engaged citizens in our increasingly bilingual communities

Study Abroad Coursework

Majors and minors in Hispanic Studies receive credit for coursework earned while studying in departmentally approved study abroad programs only. A list of approved programs is available below. To ensure that credit earned abroad will transfer, students are encouraged to consult with a department advisor to discuss their plans for foreign study. The following are the approved programs in the Department of Hispanic

Studies. No University credit in Spanish will be awarded for coursework carried out in programs other than the following:

- IFSA/Butler Buenos Aires (Argentina)
- CIEE Valparaíso (Chile)
- UPS/PLU Oaxaca (Mexico)
- ILACA Granada (Spain)
- Madrid Summers (Spain)

Placement

Normally, first year students in their first semester who have completed a minimum of three solid years of Spanish courses in high-school are qualified to enroll in Spanish 201 (Intermediate Spanish I). First year students in their first semester who have completed less than three years of solid high-school Spanish courses should consider enrolling in Spanish 101 (Elementary Spanish I) in the fall or in Spanish 110 (Intensive Elementary Spanish) in the spring term. Students who failed to take Spanish during the year prior to entering Puget Sound should consider enrolling in Spanish 110 as well. Experiential learning abroad, living in a Spanish-speaking household in the U.S. or abroad, graduating from a Spanish immersion school program, and other such experiences generally allow first year students to enroll in post-intermediate or advanced courses. Please consult with a department advisor at the fall Academic Fair, via email, or in person during their office hours for personal assistance with placement. All transfer students, especially those who have not taken Spanish for one or more years prior to transferring to Puget Sound, can also be evaluated on an individual basis. Consult department advisors to determine adequate course placement. 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.

Transfer of units

Coursework completed at other accredited institutions may be accepted toward major or minor requirements subject to the following conditions:

1. All Hispanic Studies majors must take a minimum of four courses taught in the Hispanic Studies department at the Tacoma campus.
2. In addition to meeting the first requirement, Hispanic International Studies majors must take a minimum of four of the required units in Business, Economics, and Politics & Government at the Tacoma campus.
3. All minors must take a minimum of three units at the Tacoma campus, including the required 300/400-level course.

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 Language, Culture, and Literature in Hispanic Studies

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 in SPAN and/or LTS
 - 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 Bachelor of Arts in Hispanic International Studies

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 in SPAN and/or LTS
 - 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: IPE 331; PG 321, 328, 331-336, 339; SOAN 315, 318, 340, 350.
- III. Three units in International Business and/or Economics**
- A. Three units from ECON 101, 268, 271; BUS 370, 435, 472, 475; IPE 205. Note: A student majoring in Hispanic International Studies who also earn a Economics major or minor may also count ECON 301 and 302 towards this requirement.

Requirements for the Minor in Spanish

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, taught in Spanish and 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 Hispanic Studies.
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 students majoring or minoring in Economics may count ECON 301 and 302 toward the International Business or Economics requirement.
6. The Department of Hispanic Studies does not accept or award credit for distance learning courses.
7. The Department of Hispanic Studies 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 10.

The proper course sequence of instruction in Spanish language is Elementary Level 101 and 102, or 110; Intermediate Level 201 and 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 Hispanic Studies faculty. See *Connections in the Core Curriculum* section of this Bulletin for *Connections* course descriptions.

HUM 201 Arts, Ideas, and Society

Satisfies the Humanistic Approaches core requirement.

HUM 290 Introduction to Cinema Studies

Satisfies the Artistic Approaches core requirement.

LAS 380 Around Macondo in Eighty Days

Satisfies the Connections core requirement.

LTS 210 Latina/o America: A Critical Introduction to Latina/o Studies

Satisfies the Humanistic Approaches core requirement.

LTS 376 The Art of Mestizaje

Satisfies the Artistic Approaches core requirement

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 SPAN 101 and 102 satisfy the foreign language graduation requirement when both are completed successfully. 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 be advised that taking SPAN 110 alone will not fulfill the foreign language graduation requirement; students need to complete SPAN 201 successfully in order to satisfy the requirement. *Offered Spring only.*

201/202 Intermediate Spanish This course consists of a grammar review, and a variety of oral and written assignments chosen to enhance the student's control of the structures and vocabulary of the Spanish language. An introduction to lexicon and situational contexts for professions in various fields (Medical, Legal, and Business) is included. 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 frequently.*

204 “Reel” Talk: Spanish Conversation in Context 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 frequently.*

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 frequently.*

211 Introduction to 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 nations that make up Spain. This course considers the relevance of these cultural elements within a Hispanic context and a global perspective. This course is taught in Spanish. *Prerequisite: SPAN 201 and 202 or their equivalents. Offered frequently.*

212 Introduction to Latin American Culture 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 frequently.*

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 frequently.*

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.*

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.*

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.*

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.*

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.*

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.*

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.*

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.*

309 Latina/o Literatures 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 problematized, 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. *Cross-listed with LTS 300. Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent. Offered frequently.*

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. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent. Offered occasionally.*

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. This course is taught in Spanish. *Prerequisite: any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent. Offered occasionally.*

SPAN 312 Visual Culture and Modernity in Latin America How do new ways of seeing and being seen shape the divergent experiences of modernity in Latin America? This is the basic question that SPAN 312 asks by examining a series of case studies that roughly span the last two hundred years of its history. “Modernity” is an object of much debate, but might be provisionally defined as the competing accounts of the major sociopolitical, economic, and cultural processes shaping our world. Traditionally, the foundational literary works of the so-called “lettered city” have been the sources privileged by scholars to understand Latin American modernities. Drawing on recent scholarship, this course adopts the interdisciplinary approach known as “visual culture” in order to understand how emergent technologies and their attendant practices have been instrumental in constructing and critiquing particular configurations of power. These may include photography, pavilions at international expositions, museums, performance art, and multimedia spectacles. Course is taught in Spanish. *Prerequisite: SPAN 203, 204, 205, 211 or 212. Offered occasionally.*

SPAN/LTS 376 The Art of Mestizaje This course analyzes how artists articulated the idea of mestizaje (racial and ethnic mixing) in Mexico and the U.S from the 16th to the 21st century. This course is divided into three sections: in the first section, students will study the genesis and evolution of racial taxonomies in the viceroyalty of New Spain. This section will teach the students the conceptual history of the idea of mestizaje and its political implications. In the second section, students will examine how diverse artists and political institutions portray the idea of mestizaje creating the genre of Casta paintings. Casta paintings are one of the most important artistic expressions of the Spanish Catholic Empire. In the third section, the students will analyze how governmental and nongovernmental corporations developed the Mexican muralism artistic movement, and also how U.S Latinx artists reinterpreted the muralist conceptualization of mestizaje in the 20th and 21st Century. Particularly, the course will emphasize the artworks

of Diego Rivera in Mexico City and Detroit, and the artworks of Sandra de la Loza, and Emilio Aguayo. *Satisfies the Artistic Approaches core requirement.*

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 Latino 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 seminar. *Cross-listed with LTS 400 Prerequisites: any one of SPAN 300, 303, 306, 307, 311, LTS 300, or equivalent. Offered frequently.*

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. *Prerequisite: any one of SPAN 300-311 or equivalent. Offered occasionally.*

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. *Prerequisite: any one of SPAN 300-311 or equivalent. Offered occasionally.*

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. *Prerequisite: any one of SPAN 300-311 or equivalent. Offered occasionally.*

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. *Prerequisite: any one of SPAN 300-311 or equivalent. Offered occasionally.*

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. *Prerequisite: any one of SPAN 300-311 or equivalent. Offered occasionally.*

410 Special Topics in Hispanic Studies 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. *Prerequisite: any one of SPAN 300-311 or equivalent. Offered occasionally.*

HISTORY

Professor: Nancy Bristow, *Chair*; John Lear, Jennifer Neighbors;
Douglas Sackman; Katherine Smith; Benjamin Tromly

Associate Professor: Poppy Fry (on leave spring 2020)

Assistant Professor: Andrew Gomez

About the Department

History, far from being dead and gone, continues to shape our world in ways large and small. Seeing how this is so means opening a conversation about how human beings have lived their lives in many places and times around the world—how they have understood themselves, their relationships to one another, and their place on the planet. In our classes, we explore a wide range of vital topics, including race, gender, politics, religion, technologies, ideologies, international relations, war, migration, class, culture and the global exchange of goods and ideas. We also consider how narratives of the past have been created, contested, and deployed for a variety of purposes. History courses invite students to engage in the practice of doing history—discovering and assessing sources, considering controversies, forming interpretations, building arguments and ultimately creating their own narratives about the past—alongside faculty. History is something we do together.

- The Department of History is composed of a diverse range of scholars specializing in the histories of Africa, Asia, Europe, Latin America, and the United States. Many of us also challenge traditional geographic boundaries in our work, exploring interactions between nations, regions, and empires. Our methodologies range from economic, social, and political history to gender, cultural, legal, and environmental history. Faculty in the Department of History forge active connections between our scholarship and our teaching.
- History students gain a fundamental understanding of the world and the diverse forces that shape it, and learn to recognize the powerful impact of the past on contemporary issues and problems.
- Students learn a great deal about a diversity of past worlds, even as they experiment with different approaches within the discipline and learn the skills necessary for research, analysis, writing and public history practices. Students do original research in several of our courses, including our methods and capstone courses, and often win campus-wide writing awards.
- History students are encouraged to think and study across disciplinary boundaries and often take classes in subjects ranging from Classics to Politics and Government, from Biology to Latinx Studies, and our courses complement or supplement a variety of other academic programs.
- Majors can make the wider world their classroom by learning about and from the community and taking history courses while studying abroad.

As creative thinkers, skillful analysts, and expert researchers and writers, history students possess the skills needed to succeed in a wide range of careers. Whether they work in schools, high-tech or government offices, courtrooms, libraries, non-profit organizations, or academia, our students stand out for their ability to tackle difficult problems, evaluate evidence, and work collaboratively, all skills at a premium in our changing economy.

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

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.

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, 103, 152, 153, 224, 230, 231, 245, 248, 280, 281, 291; 293; 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 and Science, Technology, and Society may count toward the major in History: CLSC 210, 211, 212, 310, 320; STS 325, 338, 366.
4. The following Connections courses may count toward the major in History: AFAM 355, 360; CONN 304, 332, 333; 334; 358; 359, 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.
5. 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, 280, 293, 302, 304, 305, 307, 311, 314, 351, 352; CONN 332; CLSC 210, 211, 212, 309, 310, 320.
6. At least five units of the ten required for the major must be completed in residence at the Tacoma campus.
7. Any deviation from these requirements must be approved in writing by the Department of History faculty.
8. 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. Students inclined toward research or graduate work in ancient history should consult with members of the Classics Department about incorporating Greek and/or Latin in their undergraduate studies.

Requirements for the Minor

1. Completion of a minimum of six units to include:
 - a. One unit from HIST 101, 152, 230, 245, 280, or 293;
 - 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, 360; CONN 304, 332, 333; 359, LAS 387.
4. At least three units of the six units must be completed in residence at the Tacoma campus.
5. Any deviation from these requirements must be approved in writing by the Department of History faculty.
6. 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 10).

SSI1/SSI2 112 Salsa, Samba, and Soccer: Popular Culture in Latin America

SSI1 123 Diego Rivera and Frida Kahlo: Lives of Art and Politics

SSI/SSI2 124 Utopia/Dystopia

SSI1 129 Mao's China: A Country in Revolution

SSI2 135 From Earthquakes to Epidemics: Catastrophe in United States Culture

SSI1 137 Una Descarga Latina: A History of Latino Popular Culture in the US SSI2 167 The Russian Revolution

SSI2 188 The Tudors

SSI2 189 Experiences of World War II in Europe

SSI1 191 Unsolved History: Engaging with the Mysterious Past

SSI2 194 Castles

SSI2 184 European Past Lives

Other courses offered by History Department faculty See *Connections in the Core Curriculum* section of this Bulletin for *Connections* course descriptions (page 24).

AFAM 355 African American Women in American History

Satisfies the Connections core requirement.

AFAM 360 The Art and Politics of the Civil Rights Era

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.

CONN 334 Truth and Reconciliation in South Africa and Beyond

Satisfies the Connections core requirement.

CONN 358 The Mississippi River

Satisfies the Connections core requirement.

CONN 359 The United States in the 1960s

Satisfies the Connections core requirement.

LAS 100 Introduction to Latin American Studies

Satisfies the Humanistic Approaches core requirement.

LAS 111 Latin Am Pop Culture

LAS 387 Art and Revolution in Latin America

Satisfies the Connections core requirement.

101 The Rise of European Civilization This course serves as an introduction to European history from the fourth to seventeenth centuries. Rather than offering a year-by-year account of historical events, the course aims to introduce students to the political structures, socioeconomic developments, and belief systems that shaped people's lives, and to convey a sense of the texture of lived experience during the late antique, medieval, and early modern periods. *Satisfies the Humanistic Approaches core requirement. Offered frequently.*

102 Europe from Absolutism to Revolution, 1648 - 1815 This course examines a period of upheaval and transformation in European history. Its major themes are the rise of the modern state, the emergence of secular thought, and the development of a modern economy. In order to examine these themes, students evaluate different kinds of historical sources such as fiction, memoirs and images. Topics include the absolutist state, colonialism and slavery, the Enlightenment, diplomacy and warfare, and the French Revolution. *Satisfies the Humanistic Approaches core requirement. Offered frequently.*

103 History of Modern Europe, 1815 to the Present This course is a survey of European history from the end of the Napoleonic Wars to the present day. It examines the emergence of distinctively modern phenomena and trends such as mass politics, industrialization and urbanization, imperialism, modern diplomacy and warfare, middle-class culture and gender roles, and intellectual and cultural controversies. Using a wide range of sources, students examine different responses to modernity in Europe. Topics include Napoleon, the age of revolutions, imperialism, modern nationalism, feminism, the World Wars, and fascism and communism. Satisfies the Humanistic Approaches core requirement. *Offered frequently. Satisfies the Humanistic Approaches core requirement. Offered frequently.*

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. *Satisfies the Humanistic Approaches core requirement. Offered frequently.*

230 England from the Romans to the Tudors This course surveys the history of England from the Roman conquest to the end of the Tudor dynasty, following England's rise from remote imperial backwater to incipient world power. We begin by reconstructing the successive invasions of the island by Romans, Anglo-Saxons, and Normans, and assessing the impact of these conquerors on the people, culture, and institutions of England. The course then explores the later medieval and early modern English world in depth, reconstructing the experiences of many different groups—women and men, peasants and aristocrats, Christians, Jews, and heretics—and tracking major historical developments like urbanization, the rise of representative institutions, and attempts to extend English rule into Wales, Ireland, Scotland, France, and beyond. We reconstruct the experience of life in premodern England through a wide range of textual and non-textual sources, including archaeological finds, architecture, law-codes, letters, and poetry, while assignments allow students to hone their research, writing, and analytical skills. *Satisfies the Humanistic Approaches core requirement. Offered occasionally.*

245 Chinese Civilization 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.*

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.*

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 occasionally.*

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.*

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.*

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 include 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 the Humanistic Approaches core requirements. Offered frequently.*

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 frequently.*

305 Women and Gender in Pre-Modern Europe This course examines the construction of gender in European contexts from Late Antiquity through the medieval and early modern period, addressing historical continuity and change in definitions of femininities and masculinities, as well as the development of related ideas about marriage, family, and sexuality. Students gain an understanding of how gender intersected with social, economic, political, educational, and religious structures in premodern Europe, and consider the merits of various historical approaches to gender over the past several decades. Special topics to be considered include the relationship between gender, sanctity, and sexuality in premodern Christianity, the development of western marriage models, courtly love and its paradoxes, gender non-conformity, and challenges to traditional gender roles in Renaissance humanists and Protestant reformers. Counts as a Gender and Queer Studies elective. *Offered frequently.*

307 The Crusades The military campaigns that comprised the Crusades lasted only two centuries, but their impact on Europe and the Middle East was far more lasting, and the post-medieval legacy of the Crusades continues to be debated. This course focuses on 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 through firsthand accounts by Eastern and Western Christians, as well as Muslims and Jews. We begin by considering the world from which the first crusaders came, paying special attention to the social, political, and spiritual hierarchies which shaped their undertaking. After reconstructing the First Crusade in detail, the course then considers the crusader states of the eastern Mediterranean as a lens through which to explore medieval ideas about religious difference, race, cultural assimilation, and tolerance, before tracing the expansion of the crusading project in the twelfth and thirteenth centuries. We end by considering crusading's long-term consequences, and assessing modern appropriations of the Crusades in service of a range of political and religious agendas. Satisfies the Knowledge, Identity, and Power graduation requirement. *Offered frequently.*

311 Age of Reformation Modern people tend to think of the Reformation in strictly religious terms, as the movement that divided the medieval church into Catholic and Protestant camps. The scope of what are more properly termed Europe's Reformations was, in fact, much broader: Luther's initial attack on the Catholic Church in 1517 touched off a series of revolutions that divided states, rulers, and neighbors against one another and ultimately altered the balance of power across Europe. The teachings of both Protestant and Catholic reformers

transformed civic life, introduced new models of citizenship and government, and forever changed the family lives of early modern Europeans. This course focuses on Northern Europe during the sixteenth and seventeenth centuries, paying special attention to the course of the Reformation in the German states, Swiss cantons, the Netherlands, France, and England. *Offered occasionally.*

314 War and Society in Premodern Europe This course addresses war as a major force in European history from the early Middle Ages to c.1500, with a special focus on Northwestern Europe. Taking a 'war and society' approach, the course focuses less on strategies, tactics, and generalship than on the ways in which war has shaped, and been shaped by, variables such as social and political hierarchies, gender roles, and religious belief. Students explore the relationship between war and social, cultural, political, and technological change, and attempt to reconstruct the experience of war for combatants and non-combatants. Specific topics to be considered include the role of warfare in shaping early medieval polities, the rise of a knightly class and related social developments, the culture of chivalry and martial display, and the advent of new, increasingly destructive methods of waging war in the later Middle Ages. Students complete a substantial research project in the second half of the semester. *Offered occasionally.*

316 The British Empire This course examines the British Empire both as a political and economic institution and as a lived reality for millions of individuals of widely diverse backgrounds. It acquaints students with those broad economic, political, social, ecological and technological factors that permitted the Empire's rise (and those that led to its more recent decline). It also examines the interactions and experiences through which new identities and cultures were created, both in Britain and abroad. The course includes material on the Caribbean, India, Africa, Southeast Asia, Australia, and to a lesser extent, North America. *For majors, this course counts as a unit in European history. Offered frequently.*

317 Liberation and Alienation: Intellectuals in Modern Europe This course examines the works and times of prominent intellectual critics of modern European society. It centers on the texts of nineteenth-century writers, theorists, scientists and revolutionaries who formulated far-reaching analyses of and challenges to modern cultures, practices, values and economics. Special emphasis is placed on the generation of ideas and ideologies of the period, such as materialism, psychoanalysis and Marxism, and their application in culture and the arts. *Cross-listed with HUM 317. Offered every third year.*

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.*

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 occasionally.*

335 Intelligence and Espionage in Europe and the US This course examines the history of the activities of intelligence services, with a focus on Europe and North America from the end of WWI to the present day. In today's world, few figures fascinate us (or disgust us) as much as the spy, a figure whose profession poses difficult questions about truth and deception, morality and deviance, personal and national betrayal, and the power of the modern state. Beyond the popular cult of spies, however, espionage has played a crucial role in the shaping of the twentieth-century world in a number of ways: spurring the fighting (or avoidance) of wars, shaping diplomatic and military policies, propelling and exploiting technological advancements, and creating political and mass cultures. *Offered frequently.*

343 Law, Society, and Justice in China An international spotlight has fallen on the Chinese justice system in recent years due to a series of high-profile trials, detentions, and imprisonments. The names and images of Nobel Laureate Liu Xiaobo, "Barefoot Lawyer" Chen Guangcheng, and Chongqing Party Secretary Bo Xilai have graced the cover pages of newspapers and magazines around the world, and their journeys have been fodder for extended discussions and debates over the current state of the Chinese legal system. This course examines the history of law, society, and justice in China from the early imperial era to the present. During the first part of the semester students explore the philosophical underpinnings of traditional Chinese law and the late imperial civil and criminal justice systems. The second part of the course examines the evolution of law during the Republican period as well as the legal system established during the Mao era. The course concludes by using a series of high-profile cases to unpack post-Mao legal reforms, matters of human rights, and the contemporary state of Chinese justice. *Offered frequently.*

344 Resistance, Rebellion, and Revolution in China, 1800 to the Present Twentieth-century China bore witness to a political revolution, a social revolution and a "cultural" revolution. This course explores the causes and characteristics of those revolutions, as well as the varying patterns of protest, revolt, and rebellion that have taken place in China since 1800. Topics covered include peasant revolts, the role of religion in rebellion and resistance to state authority, and forms of resistance and protest in contemporary China during the age of the internet. *Offered frequently.*

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.*

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 ex-

periment 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 occasionally.*

357 (Re)Constructing the Nation: U.S. 1865–1914 This course explores the United States in the transformative period from the end of the Civil War to the beginning of World War One. Investigations will be focused on three important domestic issues of the period--the reconstruction of the nation and of the concept of race in the aftermath of the Civil War; the development of an industrialized economy and the attendant changes in Americans' lives; and the politics of reform that emerged repeatedly during these years as Americans fought over the nature of citizenship, freedom, and justice in a rapidly changing nation. Implicit in all of these topics is the growth of the United States into a world power. All of these topics have been dramatically reconceptualized by historians in recent years, and this course emphasizes the exploration of these recent trends in the historiography of the era, including for instance new work in the history of race, gender, class, culture, the environment, and transnational relationships, as well as efforts to employ multiple historiographical lenses in intersecting ways that reflect more accurately the complexity of the past. Students also have the chance to work with a wide range of primary sources, and to conduct their own research. The course facilitates students' understanding of their own world as they discover the roots of contemporary American life in the structures and lived experiences of this earlier period. *Offered occasionally.*

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.*

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 frequently.*

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 frequently.*

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 frequently.*

367 Immigration in the U.S. This course provides a broad overview of the history of immigration in the United States from the colonial era to the present day. The course begins by analyzing the contours and historiography of immigration. The opening sections of the class consider the role of African slaves, Native Americans, the frontier, and the early republic in an effort to understand the parameters of immigration and citizenship. After establishing these debates and perspectives, the course moves into a series of case studies that overlap with major political and legislative shifts in the history of citizenship and immigration. The course looks at how factors such as ethnicity, class, religion, race, and foreign policy have shaped the immigrant experiences of various groups. The material in the course also seeks to highlight the uneven nature of immigration in the United States. In particular, students analyze how and why certain immigrant groups have been privileged over others to understand how these shifts have colored the immigrant narrative of the United States. *Applicable to Latina/o Studies Minor. Offered frequently.*

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 20th 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.*

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.*

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.*

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 occasionally.*

375 History of Sport in US Society This course explores the history of sports in the United States and uses that history as a lens for investigating and understanding more fully the range of issues with which that history intersects. To interrogate the history of sports is to situate our current practices in their historical context. We will explore issues such as the following: the historical origins of spectator sports; the impact of major transformations such as industrialization, immigration and the nation's growth into a world power in shaping sports and the athletics industry; the commercialization of athletics and the role of media; racialized, gendered and sexual exclusion and the fight for inclusion in athletics; the relationship between sports and understandings and practices of gender, sexuality, class, race, and ethnicity; the economics of athletics and the athlete as laborer; health and athletics; the contested role of the athlete in American public life and politics; the tension between athletics and academics at educational institutions. All of these are questions that will help us explore important dynamics in the American past and present. Applicable to Latina/o Studies Minor. *Satisfies the Knowledge, Identity, and Power graduation requirement. Offered frequently.*

376 Cuba and the Cuban Diaspora This course is centered on the common historical heritage between the island of Cuba and its diasporic populations. Dating back to the birth of the Cuban independence movement, exile, migration, and displacement have been nearly permanent conditions of Cuban history. This course argues that there is not only a history of Cuba but a history Cubas that have played out in Florida, New York, Spain, Mexico, and a variety of other locations as diasporic communities have worked to shape both the Cuban republic and their adopted communities. This course looks at the interplay between events on the island and events in diasporic communities as a way of showing the profound and constant linkages between them. Along the way, the course explores how race, sexuality, citizenship, gender, culture, and a variety of other factors have shaped this shared history. *Offered frequently.*

378 History of Latinos in the United States This course provides an overview of the history of peoples of Latin American descent in the United States. It begins with the imperfect term "Latino." The earlier portion of the course attempts to unearth the complex history behind this concept and its evolution as an idea and identity. As such, the earlier sections of the course and later sections on Afro-Latinidad provide an overview that also considers various strains of Indigenous, European, and African history to help explore the broad and varied trajectories of peoples we now call Latinos. *Satisfies the Knowledge, Identity, and Power graduation requirement. Offered frequently.*

379 Tacoma Public History This course introduces students to the theoretical and practical aspects of public history, using the city of Tacoma as its subject. The course begins by examining the underpin-

nings and guiding practices that define public history. We examine (and sometimes visit) museums, community archives, historical societies and other groups to gain an understanding of the breadth of public history work. The second section of the course looks at the history of Tacoma with special attention paid to the ethnic and racial groups that have defined much of its modern history. In this section, we also consider the presences and silences of this history in present-day Tacoma. The last third of the course centers on the creation of an original, collaborative public history project relating to Tacoma history.

380 Modern Mexico: From Revolution to NAFTA This course traces the emergence of modern Mexico since its 1910 revolution. It begins with attempts at economic modernization and political centralization in the late nineteenth century, considers the social upheaval of the Revolution and the consolidation of the post-revolutionary regime by 1940. A second section follows the rise and demise of the “Mexican Miracle” of growth and stability from 1940 to 1982 in the context of the Cold War. A final section considers Mexico’s neo-liberal trade and investment reforms culminating in NAFTA, along with the contradictory structures of migration, drug flows, in-bond industry in northern Mexico and militarization of the US southern border. *Offered every third year.*

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.*

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.*

383 Borderlands: La Frontera: The U.S. – Mexico Border 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. *Satisfies the Knowledge, Identity, and Power graduation requirement. Offered occasionally.*

384 Transnational Latin America Scholars have recently embraced a turn towards “transnationalism”—an approach to the study of the movement of goods, people, and information beyond state boundaries—as a framework or set of theoretical and methodological approaches for understanding Latin America as a distinct world region. This course considers a variety of topics including environmental issues, the Cold War, the drug trade, border politics, religion, economic development, the persistence of social inequality in the region, the persistence of regional identities and loyalties, forms of political activism and the “failures” of radical politics in the context of neoliberalism. *Offered occasionally.*

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.*

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 occasionally.*

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 occasionally.*

394 Slavery and the Slave Trade in Africa This course introduces students to the debates surrounding the history of slavery in Africa. Did slavery in Africa predate the Atlantic Slave Trade? What impact did the Atlantic Slave Trade have on African communities? How did the Atlantic Slave Trade compare to other slave trades within and out of Africa? How were slavery and slave trading related to European colonial claims in Africa in the 19th century? These questions are addressed using both

primary source material and scholarly arguments from historians, anthropologists and sociologists. While the course considers only in passing the contours of slavery in the Western Hemisphere, it aims to situate Africa and Africans within larger global narratives of violence, trade, and modernity. *Offered every other year.*

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.*

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. Research topics may relate to any area of history covered by department faculty, and are defined through consultation with the instructor in a process which ideally begins before the start of the course. *Prerequisite: HIST 200.*

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

HONORS

Professor: Alison Tracy Hale, *Co-Director, English*; Aislinn Melchior, *Co-Director, Classics*

Advisory Committee: Mike Benveniste, *English*; James Bernhard, *Mathematics and Computer Science*; Denise Despres, *English/Honors/Humanities*; George Erving, *English/Honors/Humanities (on leave fall 2019)*; Alison Tracy Hale, *English*; Suzanne Holland, *Honors/Religious Studies*; Alisa Kessel, *Politics and Government*; Kriszta Kotsis, *Art and Art History (on leave 2019-2020)*; David Latimer, *Physics*; Aislinn Melchior, *Classics*; John Wesley, *English*

About the Program

The Honors Program is a unique pathway through the university's required *core curriculum* that uniquely engages the intellectual traditions of the liberal arts as a powerful means of understanding our contemporary world. The program is not itself a major, but is taken in conjunction with any major. Honors students benefit from the rich conversations that build over their four years of shared academic, residential, and co-curricular experiences. Prospective students apply separately to the program (see the prompt for Honors on the Common Application), and admission is based upon prior academic achievement and demonstrated understanding of the program's curricular and residential features. First-year Honors students live in Regester Hall (along with many students who are not in the program) and have the option to continue living in Honors-themed residences thereafter. The program also provides an array of cultural events, including a film series, student-organized dinners, guest lectures, and trips to Seattle/Tacoma museums, theater, symphony, and opera.

Honors courses examine influential authors and works in the Western intellectual tradition that for better and for worse have framed its values, attitudes, and beliefs. These courses address fundamental and enduring

questions, such as "What makes something true? "What makes something good or evil?" "What is the purpose of art?" "What is the proper function of government?" "What is the Self?" The course sequence culminates with an interdisciplinary study of "America" as an idea and an ideal. Honors seniors also research, write, and publicly present a thesis (normally in the student's major). After successfully completing the prescribed coursework and senior thesis requirements, Honors seniors graduate as Coolidge Otis Chapman Honors Scholars.

Requirements

Honors students must meet the following requirements.

1. First year: SSI1 195, SSI2 196, HON 211
2. Senior year: HON 401
3. Three of the following four courses, usually taken during the sophomore and junior years: HON 206, 212, 213, and 214
4. Write and publicly present a senior thesis, normally in the student's major.

Once admitted to the Honors program, a student continues so long as s/he maintains a minimum GPA as established by the Honors Committee in all university work or until s/he 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI1 195 Honors: The Scientific and Romantic Revolutions **SSI2 196 Honors: Postmodernism and the Challenge of Belief**

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 Artistic Approaches core requirement. Students may not receive credit for both ARTH 275 and HON 206. Offered spring term only.*

211 Metamorphosis and Identity This course explores identity across the centuries through stories about metamorphosis. The nature of change reflects cultural, intellectual, and social differences that undergird these stories about self and form from fifth-century Athens to twentieth-century Germany. The course examines how early cultures both anticipate modern ideas of individualism as well as radically diverge in their assumptions about human nature, personal and communal obligations, and change as a threat to or regeneration of order. All of the stories, verbal and visual, reflect tensions and paradoxes through a highly conscious working out of the boundaries between the personal and communal, interior and exterior, private and public, animal and human, despite the fact that they do not share a view of the individual or self that corresponds to a contemporary (and thus diverse) sense of

personal identity and autonomy. *Prerequisite: admission to the Honors Program. Satisfies the Humanistic Approaches core requirement. To be taken in the first year. Offered spring term only.*

212 Origins of the Modern World View This course studies 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. Offered fall term only.*

213 Mathematical Reasoning: Foundations of Geometry This course uses the idea of symmetry as an invitation to explore contemporary mathematics. The roots of the mathematics of symmetry extend back to ancient times, and the current mathematical expression of symmetry was first developed in the early 19th century. The course explores both the history and mathematics of this development and traces where the key ideas have led from there, both mathematically and culturally. Emphasis is placed on how mathematics is discovered and how it fits into broader cultural contexts (including the work of M.C. Escher, fractals, and symmetry in fields other than mathematics). *Prerequisite: admission to the Honors Program. Satisfies the Mathematical Approaches core requirement. Offered spring term only.*

214 Interrogating Society This course has as its subject matter the individual's relation to society and the relationships that arise among individuals, organizations, and institutions over questions of value. It thus enables students to understand their relation to the social world considered as a web of complex and dynamic interrelationships among cultural, economic, psychological, political, ethical and social factors. To this end, the course examines various theories and methods used to analyze this social world, their embedded assumptions, and their application to a variety of contemporary social issues. *Prerequisite: admission to the Honors Program. Satisfies the Social Scientific Approaches core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered fall term only.*

401 What is America? This course provides a comparative, interdisciplinary, and critical examination of "America" (the U.S.) and its endurance as both idea and ideal. Students consider what "America" means--as a place and as a concept, historically and in contemporary times, and to different constituents. Readings and discussion topics address broad issues that have shaped U.S. history and contemporary life, especially those areas around which national identity coheres and those about which the nation has been most conflicted: politics and governance; slavery and freedom; the natural world; capitalism and consumption; industry and technology; immigration and exclusion; civil rights and social justice; culture and the arts. *Prerequisite: admission to the Honors Program and completion of all other Honors core courses, or permission from Honors Program Director. Satisfies the Connections core requirement.*

Studies (on leave fall 2019), Gwynne Brown, School of Music, Derek Buescher, Communication Studies, Andrew Gomez, History/Latina/o Studies, Alison Tracy Hale, English, Jess K Smith, Theatre Arts (on sabbatical spring 2020), Grace Livingston, African American Studies, Justin Tiehen, Philosophy

Affiliated Faculty: Denise Despres, English/Honors/Humanities (on leave fall 2019); George Erving, English/Honors/Humanities

About the Program

The Interdisciplinary Humanities Emphasis (IHE) offers designated pathways that encourage students to consider topics of enduring importance from a variety of humanistic perspectives. The emphasis can complement a student's major in any field of study. Each of the pathways described below includes multiple courses through which students can complete a number of their university core and graduation requirements (Artistic Approaches, Humanistic Approaches, Connections, the Knowledge, Identity, and Power Graduation Requirement, and upper division electives). A student who satisfies the requirements within a single pathway is eligible to receive the Interdisciplinary Humanities Emphasis designation on their transcript. This notation signals that the student has, through significant thematic, interdisciplinary study, mastered the skills of critical and creative thinking and of clear and effective writing fostered by the humanities disciplines. These skills form the basis for engaged citizenship and professional success in virtually any career.

The program also offers interdisciplinary courses that are not incorporated into the pathways, but draw on several disciplines to explore a focused topic.

First-year students may join the **Humanities Residential Program**. These students form a living-learning community by taking their fall first-year seminars together, and by enjoying a variety of co-curricular activities such as film screenings, open-mic nights, guest lectures, dinner events, and trips to Seattle and Tacoma theatres, concert halls, and museums. Acceptance into the program is not limited to those intending to major in the humanistic disciplines; many will go on to major in the sciences and social sciences, but all share a special interest in the arts and humanities.

Requirements for the Interdisciplinary Humanities Emphasis

Completion of five units to include:

- Five units chosen from a single pathway, two of which must be at the 300-level or above.
- Students wishing to declare the IHE meet with the program director or a member of the faculty advisory committee to discuss their educational goals and create a plan for completion of one of the pathways. This plan will be finalized in a signed contract to be filed with the Office of the Registrar; further, the goals described in the contract will also be added to the student's ePortfolio at this time. Once filed, the contract will be reviewed periodically, and may be modified as needed.
- In the first semester of their senior year, students pursuing the IHE submit to the program director a short essay that reflects on their progress in their chosen pathway and its relevance to their major(s), minor(s), or other programs of study through ePortfolio.

Notes

- Because these pathways are not intended as substitutes for a minor or major, students may not count more than two units from any department or program towards a single pathway.
- A student may double-count a maximum of two units from any

INTERDISCIPLINARY HUMANITIES

Co-directors: Kriszta Kotsis, *Art and Art History (on leave 2019-2020)*; Katherine Smith, *History*

Advisory Committee: Greta Austin, *Religious Studies/Gender and Queer*

given pathway with each major, minor, or program that the student plans to complete.

3. With permission of the program director, students may substitute one of the five required units with a relevant second semester, second year (or higher) foreign language course, e.g., German 202, French 202, etc.
4. Courses in the IHE may not be taken as Pass/Fail.
5. A student must have a grade of C- or higher in all courses of the IHE.
6. Four out of the five required units must be taken on campus.

IHE Pathways

The Artist as Humanist

This pathway encourages students to engage with the interplay between creativity, creative processes, and humanistic concerns such as the representation of cultural values, exploration of identity, and inquiry into questions of meaning within the fields of visual and literary arts, theatre, and music. It fosters questions about the complex relationships between artists, aesthetic objects, and audiences. Courses in this pathway explore the following questions:

- How do aesthetic objects or performances alter perceptions and communicate ideas, and how do they participate in larger social and political discourses?
- What is the role of sensations, emotions, and poetics in invoking form, conveying meaning, and fostering critical thinking?
- How does the creative process itself contribute to the production of knowledge?

AFAM 205: A Survey of African American Literature (Artistic Approaches Core)

AFAM 375: The Harlem Renaissance (Connections Core; Knowledge, Identity, Power Graduation Requirement)

ALC 205: Great Books of China and Japan (Humanistic Approaches Core)

ALC 320: Self and Society in Modern Japanese Literature (Humanistic Approaches Core)

ALC 330: Writing the Margins in Contemporary Japanese Literature (Humanistic Approaches Core)

ARTH 275: Studies in the Western World I: Ancient Art to Renaissance (Artistic Approaches Core)

ARTH 276: Studies in Western Art II: Renaissance to Modern Art (Artistic Approaches Core)

ARTH 278: Survey of Asian Art (Artistic Approaches Core)

ARTH 302: The Art of Mexico and Mesoamerica (Artistic Approaches Core)

ARTH 325: The Cutting Edge: Art and Architecture Since 1900

ARTH 334: Early Italian Renaissance Art: From Giotto to Michelangelo

ARTH 365: Nineteenth-Century Art and Architecture in Europe and the Americas

ARTH 367: Chinese Art

ARTH 368: Japanese Art

ARTH 371: East Asian Calligraphy

ARTS 147: History of Ceramics through Making (Artistic Approaches Core)

ARTS 201: Intermediate Drawing

ARTS 202: The Printed Image (Artistic Approaches Core)

ARTS 281: Beginning Printmaking: Relief and Intaglio

ARTS 282: Beginning Printmaking: Lithography and Screen Print

ARTS 251: Painting

BUS 380: Entrepreneurial Mindset – Arts

CLSC 201: Ancient Tragedy (Artistic Approaches Core)

CLSC 311: Ancient Comedy

CONN 303: Art-Science: Inquiry into the Intersection of Art, Science, and Technology (Connections Core)

CONN 370: Rome: Sketchbooks and Space Studies (Connections Core)

ENGL 212: The Craft of Literature (Artistic Approaches Core)

ENGL 227: Introduction to Writing Fiction

ENGL 228: Introduction to Writing Poetry

ENGL 240: Multimodal Composition

ENGL 245: Shakespeare: From Script to Stage

ENGL 378: Visual Rhetoric

ENGL 381: Major Authors

HUM 290: Introduction to Cinema Studies (Artistic Approaches Core)

HUM 315: Drama, Film, and the Musical Stage (Connections Core)

HUM 316: The Lord of the Ring: Wagner's Ring of the Nibelung (Connections Core)

LAS 387, Art and Revolution in Latin America (Connections Core)

MUS 220: The Broadway Musical (Artistic Approaches Core)

MUS 221: Jazz History (Artistic Approaches Core)

MUS 223: Women in Music (Knowledge, Identity, Power Graduation Requirement; Artistic Approaches Core)

MUS 225: Romanticism in Music (Artistic Approaches Core)

MUS 226: Twentieth-Century Music Through Film (Artistic Approaches Core)

PHIL 360: Aesthetics (Artistic Approaches Core)

PHIL 353: Philosophy of Film and Performing Arts (Humanistic Approaches Core)

THTR 200: Theatrical Experience (Artistic Approaches Core)

THTR 215: Fundamentals of Acting

Challenging Inequality, Leading Social Change: Issues of Gender

This pathway encourages students to evaluate the ways in which understandings of sex and gender have informed and intersected with institutions and hierarchies across time and space, through an exploration of a variety of disciplinary lenses and genres. Courses within this pathway explore the following general questions from different cultural, historic, or geographical perspectives:

- How do cultures understand and/or conceptualize gender?
- How do those understandings intersect with political, cultural, and social institutions? How do they shape the lived experiences of individuals and groups? How have dominant ideas and practices around gender been challenged, and what implications might those challenges have today?
- How do different disciplines explore, conceptualize, and/or evaluate concepts of sex/gender?

AFAM 210: Black Fictions and Feminism (Humanistic Approaches Core)

AFAM 355: African American Women in American History (Connections Core; Knowledge, Identity, Power Graduation Requirement)

ENGL 206: Literature by Women (Humanistic Approaches Core)

ENGL 346: Jane Eyre and its Afterlives

ENGL 365: Gender and Sexualities

ENGL 379: Contemporary Black Feminist Theory

FREN 340: Francophone Women Writers

FREN 391: African Women Writers

GQS 215: Religion and Queer Politics

GQS 340: Feminist and Queer Methodologies

HIST 305: Women and Gender in Premodern Europe

HIST 349: Women of East Asia

HIST 392: Men and Women in Colonial Africa

MUS 221: Jazz History (Artistic Approaches Core) [when taught by Prof. G. Brown]
 MUS 223: Women in Music (Artistic Approaches Core, Knowledge, Identity, Power Graduation Requirement)
 PHIL 390: Gender and Philosophy (Knowledge, Identity, Power Graduation Requirement)
 REL 303: Sexuality and Religion
 REL 307: Prisons, Gender, and Education (Knowledge, Identity, Power Graduation Requirement)
 SOAN 102: Introduction to Anthropology (Humanistic Approaches Core)
 SPAN 309/LTS 300: Latina/o Literatures

HIST 360: Frontiers of Native America
 HIST 367: History of Immigration in the United States
 HIST 368: The Course of American Empire: The United States in the West and Pacific, 1776-1919
 HIST 378: History of Latinos in the United States
 HIST 383: Borderlands: La Frontera: The U.S.-Mexico Border (Knowledge, Identity, Power Graduation Requirement)
 HIST 391: Nelson Mandela and 20th Century South Africa
 HIST 394: Slavery and the Slave Trade in Africa
 LAS 100: Introduction to Latin American Studies (Humanistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)

MUS 221: Jazz History (Artistic Approaches Core)
 PG 339: The Politics of Empire
 PG 384: Ethnic Politics
 PHIL 389: Race and Philosophy (Knowledge, Identity, Power Graduation Requirement)
 PHIL 312: Latin American Philosophy
 REL 270: Religion, Social Movements and (In)justice in the United States (Knowledge, Identity, Power Graduation Requirement)
 REL 302: Ethics and the Other
 REL 307: Prisons, Gender and Education
 SPAN 210: A Critical Introduction to Latina/o Studies (Humanistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)
 SPAN 212: Introduction to Latin American Cultures
 SPAN 301: Literature of the Americas
 SPAN 306: Latin American Film
 SPAN 308: Survey of Twentieth Century Latin-American/Latino Theatre
 SPAN 309/LTS 300: Latina/o Literatures
 SPAN 311: Migration Narratives
 SPAN 375: Queer-Latinx: Art, Sex, and Belonging in America
 SPAN 376/LTS 376: The Art of Mestizaje
 STS 324: Science and Race: A History (Knowledge, Identity, Power Graduation Requirement)
 THTR 250: World Theatre I: African Diaspora (Knowledge, Identity, Power Graduation Requirement)
 THTR 252: World Theatre II: Asian Theatres (Knowledge, Identity, Power Graduation Requirement)
 THTR 254: World Theatre III: Voices of the Americas

Challenging Inequality, Leading Social Change: Issues of Race and Ethnicity

This pathway allows students to explore how race and ethnicity have influenced the construction of individual and collective identities, and to better understand both the marginalization of individuals and groups, as well as the strategies of resistance to oppression. Courses within this pathway explore the following general questions from different cultural, historic, or geographical perspectives:

- How have race and ethnicity shaped individual and collective identities?
- What forms of resistance have been undertaken by racial and ethnic minorities?
- What is the relationship between race and ethnicity, and how do the two vary across different regional and historical contexts?

AFAM 101: Introduction to African American Studies (Humanistic Approaches Core)
 AFAM 210: Black Fictions and Feminism
 AFAM 310: African Diaspora Experience
 AFAM 346: African Americans and American Law (Connections Core)
 AFAM 360: The Art and Politics of the Civil Rights Era (Connections Core)
 AFAM 401: Narratives of Race (Connections Core)
 ALC 330: Writing the Margins in Contemporary Japanese Literature COMM 347: Public Discourse
 CLSC 305: Race and Ethnicity in the Ancient World
 COMM/AFAM 370: Communication and Diversity (Knowledge, Identity, Power Graduation Requirement)
 COMM 373: Critical Cultural Theory
 CONN 318: Crime and Punishment (Connections Core)
 CONN 334: Truth and Reconciliation in South Africa and Beyond (Connections Core)
 ENGL 235: American Literature and Culture: Long Nineteenth Century
 ENGL 236: American Literature and Culture: Modern and Contemporary
 ENGL 237: American Literature and Culture: Beyond Borders
 ENGL 242: Introduction to Native American Literature
 ENG 356: Bollywood Film
 ENGL 361: South Asian Fiction
 ENGL 362: Native American Literature
 ENGL 363: African American Literature
 ENGL 364: Asian-American Literature
 ENGL 366: Critical Whiteness Studies
 FREN 260: Culture of the Francophone World
 FREN 330: Literature of the Francophone World
 HIST 254: African American Voices – A Survey of African American History (Humanistic Approaches Core)
 HIST 281: Modern Latin America (Humanistic Approaches Core)

Empire, Colonialism, and Resistance

This pathway asks students to compare the processes of empire-building, the experiences of rulers and subject peoples, and challenges to imperial rule across global contexts and time periods. Students engage with a variety of disciplinary perspectives on central questions, including:

- What has led peoples or nations to conquer and govern other peoples or nations? What political, institutional, or cultural structures have empires developed in the distant and recent past?
- How is empire justified and explained to the conquerors and the conquered?
- How have conquered peoples and/or colonized subjects responded to – accommodated, resisted, ignored, undermined – imperial or colonial powers and institutions?
- How do the processes of empire-building, consolidation, and decline impact the political, social, and economic lives of ordinary people and elites?
- How have post-colonial thinkers responded to the legacies of colonialism and empire? What are the legacies of empires in developing regional, transregional, and global interconnectedness in the past and present?

AFAM 205: Survey of African American Literature (Humanistic Approaches Core)
ARTH 302: Art of Mexico and Mesoamerica (Artistic Approaches Core)
ARTH 361: Art and Architecture of Ancient Rome
ARTH 367: Chinese Art
ASIA 344: Asia in Motion (Connections Core; Knowledge, Identity, Power Graduation Requirement)
CLSC 209: History of the Ancient Near East (Humanistic Approaches Core)
CLSC 212: Roman History (Humanistic Approaches Core)
CLSC 310: Theories of Myth (Knowledge, Identity, Power Graduation Requirement)
CLSC 390: Late Antiquity and the "Fall" of the Roman Empire
CONN 333: Nations and Nationalism in Modern Europe (Connections Core)
ENGL 242: Introduction to Native American Literature (Knowledge, Identity, Power Graduation Requirement)
ENGL 247: Introduction to Popular Genres [when topic is Afrofuturism; Knowledge, Identity, Power Graduation Requirement]
ENGL 361: South Asian Fiction
ENGL 362: Native American Literature
ENGL 382: Movements [when topic is Irish Literary Revival]
ENGL 431: Senior Seminar: American Literature [when topic is Frontier Mythologies, or Critical Whiteness Studies]
FREN 260: Culture of the Francophone World
FREN 330: Literature of the Francophone World (in French)
FREN 340: Francophone Women Writers (in French)
FREN 391: African Women Writers (Knowledge, Identity, Power Graduation Requirement)
GERM 305: Culture in the Third Reich (Artistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)
GERM 360: German Cultural History and Politics, 1871-Present (in German)
GERM 450: Contemporary Voices in German Literature and Film
HIST 103: History of Modern Europe, 1815 to the Present (Humanistic Approaches Core)
HIST 224: Russia Since 1861 (Humanistic Approaches Core)
HIST 280: Colonial Latin America (Humanistic Approaches Core)
HIST 281: Modern Latin America (Humanistic Approaches Core)
HIST 291: Modern Africa (Humanistic Approaches Core)
HIST 293: Early Africa to 1807 (Humanistic Approaches Core)
HIST 316: The British Empire
HIST 325: Totalitarian Dictatorships in Twentieth-Century Europe
HIST 344: Resistance, Rebellion, and Revolution in China
HIST 360: Frontiers of Native America
HIST 361: The U.S. and the War in Vietnam
HIST 368: The Course of American Empire: The United States in the West and Pacific, 1776-1919
HIST 382: Comparative Revolutions in Twentieth-Century Latin America
HIST 393: Missions and Christianity in Africa
HUM 368: A Precious Barbarism: Enlightenment, Ideology, and Colonialism (Connections Core; Knowledge, Identity, Power Graduation Requirement)
IPE/GDS 211 Intro to Global Development
PHIL 312: Latin American Philosophy
PG 104: Introduction to Political Theory: The Perennial Issues (Social Scientific Approaches Core; Knowledge, Identity, Power Graduation Requirement)

PG 340: Democracy and the Ancient Greeks
PG 346: Race in the American Political Imagination (Knowledge, Identity, Power Graduation Requirement)
PG 347: Comparative Political Ideologies
REL 212: The Religion of Islam (Humanistic Approaches Core)
SOAN 316: Cultural Politics of Global Development
SPAN 210 / LTS 200: Latina/o America: A Critical Introduction to Latina/o Studies (Humanistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)
SPAN 212: Introduction to Latin American Cultures (in Spanish)
STS 344: Ecological Knowledge in Historical Perspective (Knowledge, Identity, Power Graduation Requirement)

The Global Middle Ages

This pathway encourages students to take a comparative approach to studying different regions and cultures in the period from roughly 500 to 1500 C.E., an era in which virtually every part of the globe experienced significant political, intellectual, religious, social, and technological developments which continue to shape our world. Though encompassing a variety of regions and disciplinary approaches, courses in this pathway share a concern with larger questions about human experience and self-expression in these centuries, such as:

- How can we give voice to a range of medieval perspectives?
- To what extent were medieval societies inclusive and/or exclusionary?
- How did various medieval cosmologies impact political institutions, social hierarchies, and aesthetic sensibilities?

ALC 310: Death and Desire in Pre-Modern Japanese Literature (8-18th c.) (Humanistic Approaches Core)
ARTH 275: Studies in Western Art I: Ancient Art to Renaissance (Artistic Approaches Core)
ARTH 278: Survey of Asian Art (Artistic Approaches Core)
ARTH 334: Early Italian Renaissance Art: From Giotto to Michelangelo
ARTH 359: Islamic Art
ARTH 362: Art, Religion, and Power in Late Antiquity and Byzantium
ARTH 363: Faith and Power in the Art of the Medieval West: Seventh-Fourteenth Century
ENGL 231: Medieval and Renaissance Literature
ENGL 371: History of the English Language
ENGL 381: Major Authors [Chaucer emphasis only]
ENGL 383: Eras [Dante, Chaucer, and the City emphasis only]
HIST 101 The Rise of European Civilization (Humanistic Approaches Core)
HIST 230: England from the: Romans to the Tudors (Humanistic Approaches Core)
HIST 245: Chinese Civilization (Humanistic Approaches Core)
HIST 293: Early Africa to 1807 (Humanistic Approaches Core)
HIST 304: Renaissance Europe
HIST 305: Women and Gender in Premodern Europe
HIST 307: The Crusades (Knowledge, Identity, Power Graduation Requirement)
HIST 314: War and Society in Premodern Europe
HON 206: The Arts of the Classical World and Middle Ages (Artistic Approaches Core) [Only for students enrolled in the Honors Program.]
HUM 302 Mystics, Knights, and Pilgrims: The Medieval Quest (Connections Core)
HUM 303 The Monstrous Middle Ages (Connections Core)
HUM 330: Tao and Landscape Art (Connections Core)

HUM 367: Word and Image (Artistic Approaches Core)
 MUS 230: Western Music from Antiquity to the End of the Baroque Era (Artistic Approaches Core)
 REL 204: Religions of the Book (Humanistic Approaches Core)
 REL 233: Japanese Religious Traditions (Humanistic Approaches Core)
 REL 310: Christianity and Law in the West
 REL 350: Mysticism: The Spiritual Search in the Christian Tradition
 REL 363: Saints, Symbols, and Sacraments: History of Christian Traditions
 STS 201: Science, Technology, and Society I: Antiquity to 1800 (Humanistic Approaches Core)
 THTR 371: Theatre History I: From the Origins of Theatre to the 17th Century

STS 333: Evolution and Ethics (Connections Core)
 STS 340: Finding Order in Nature (Connections Core)
 STS 344: Ecological Knowledges in Historical Perspective (Humanistic Approaches Core)
 STS 366: History of Medicine
 STS 370: Science and Religion: Historical Perspectives (Connections Core)
 STS 375: Science and Politics (Connections Core)

*Students may count either STS 201 or STS 202, but not both, towards this pathway.

Science and Values

This pathway encourages students to evaluate and understand the sciences through a humanistic lens, and to consider questions such as:

- How can the sciences be understood in their broader historical, social, and ethical contexts?
- What is the relationship between science and values (in the past and the present)?
- How were scientific methods and approaches developed and why?
- How have claims about what is 'natural' been used to defend or undermine value statements?

AFAM 401: Narratives of Race (Connections Core)
 CONN 393: The Cognitive Foundations of Morality and Religion (Connections Core)
 ENGL 348: Illness and Narrative Discourses of Disease
 ENVR 326: People, Politics, and Parks
 ENVR 335: Thinking about Biodiversity (Connections Core)
 ENVR 355: Sacred Ecology (.25 unit)
 HIST 364: American Environmental History
 HON 212: Origins of the Modern World View (Natural Scientific Approaches Core) [Only for students enrolled in the Honors Program.]
 PHIL 105: Neuroethics and Human Enhancement
 : 17th and 18th century Philosophy
 PHIL 230: Philosophy of Mind
 PHIL 285 Environmental Ethics
 PHIL 320: British Empiricism
 PHIL 330: Epistemology
 PHIL 332: Philosophy of Science
 PHIL 336: Philosophy of Language
 PHIL 389: Race and Philosophy (Knowledge, Identity, Power Graduation Requirement)
 PHIL 390/PG 390: Gender and Philosophy (Knowledge, Identity, Power Graduation Requirement)
 REL 292/PHIL 292: Basics of Bioethics
 REL 301: Consciousness and the Bourgeoisie (Connections Core)
 REL 320: Reproductive Ethics
 STS 100: Apes, Angels and Darwin (Humanistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)
 STS 201: Science, Technology, and Society I: Antiquity to 1800 (Humanistic Approaches Core)*
 STS 202: Science, Technology, and Society II: Since 1800 (Humanistic Approaches Core)*
 STS 314: Cosmological Thought (Connections Core)
 STS 324: Science and Race: A History (Knowledge, Identity, Power Graduation Requirement)
 STS 330: Evolution and Society since Darwin (Connections Core)

Visual Culture

This pathway allows students to engage critically with numerous manifestations of visual culture, including artifacts, images (from paintings to film), and built environments from various historical periods and diverse cultures. The pathway urges students to examine the role of visual practices in history, culture, and the forming of human subjectivity. Courses in this pathway explore questions such as:

- How do objects, images, and built environments reflect or shape social, religious, and political values?
- How may objects, images, and built environments foster the development of personal or group identities?

ALC 225: Visualized Fiction: Cinematic Adaptations of Traditional Chinese Literature (Humanistic Approaches Core)
 ALC 325: Chinese Cinema: Ideology and the Box Office (Humanistic Approaches Core)
 ARTH 275: Studies in Western Art I: Ancient Art to Renaissance (Artistic Approaches Core)
 ARTH 276: Studies in Western Art I: Renaissance to Modern (Artistic Approaches Core)
 ARTH 278: Survey of Asian Art (Artistic Approaches Core)
 ARTH 302: The Art of Mexico and Mesoamerica (Artistic Approaches Core)
 ARTH 380: Museums and Curating in the 21st Century: History, Theory, and Practice
 CHIN 307: Through the Cinematic Lens: Old and New China in Film
 CLSC 201: Ancient Tragedy (Artistic Approaches Core)
 COMM 291: Film Culture (Humanistic Approaches Core)
 COMM 372: Contemporary Media Culture: Deconstructing Disney (Knowledge, Identity, Power Graduation Requirement)
 CONN 303: Art-Science: Inquiry into the Intersection of Art, Science, and Technology (Connections Core)
 CONN 313: Biomimicry and Bioart (Connections Core)
 CONN 330: Finding Germany: Memory, History, and Identity in Berlin (Connections Core)
 CONN 375: The Art and Science of Color (Connections Core)
 CONN 480: Informed Seeing (Connections Core)
 ENGL 340/HUM 340: Film Genres
 ENGL 356: Bollywood Film
 ENGL 378: Visual Rhetoric
 FREN 270: Conversational French and Film
 GERM 300: German Cinema of the Weimar Republic and under National Socialism, 1919-1945 (Artistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)
 GERM 305: Culture in the Third Reich (Artistic Approaches Core; Knowledge, Identity, Power Graduation Requirement)
 GERM 350: From Rubble to New Reality: German Cinema after World War II
 GERM 470: Writing with Light: Literature and Photography
 HIST 381 Film and History: Latin America

HON 206: The Arts of the Classical World and Middle Ages (Artistic Approaches Core) [Only for students enrolled in the Honors Program.]
HUM 290: Introduction to Cinema Studies (Artistic Approaches Core)
HUM 315: Drama, Film, and the Musical Stage (Connections Core)
HUM 330: Tao and Landscape Art (Connections Core)
HUM 367: Word and Image (Artistic Approaches Core)
LAS 387: Art and Revolution in Latin America (Connections Core)
MUS 220: The Broadway Musical (Artistic Approaches Core)
PHIL 360: Aesthetics
SOAN 308: Visual and Media Anthropology
SPAN 305: Spanish Film SPAN 306 Latin American Film
SPAN 307: Modern Spanish Theater (in Spanish)
SPAN 308: Survey of Twentieth Century Latin-American/Latino Theatre
SPAN 312: Visual Culture and Modernity in Latin America
THTR 200: Theatrical Experience (Artistic Approaches Core)
THTR 371: Theatre History I: From the Origins of Theatre to the 17th Century Theatre
THTR 373: Theatre History II: 18th Century to the Present

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 18. Not all HUM courses listed below are incorporated into the pathways above. For descriptions of other courses listed in the pathways, see the appropriate department’s listing in the *Bulletin*.

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

SS11 115 Imaging Blackness
SS11 124 Utopia/Dystopia
SS11 131 Athens, Freedom, and the Liberal Arts
SS11 149 Transgressive Bodies
SS11 152 Gender and Performance
SS11 172 The Scientific and Romantic Revolutions

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

HUM 301 The Idea of the Self
HUM 302 Mystics, Knights, and Pilgrims: The Medieval Quest
HUM 303 The Monstrous Middle Ages
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 368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism

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. *Satisfies the Artistic Approaches core requirement.*

201 The 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.*

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. Offered every other year.*

288 The Ideas of the Bible Even though the Biblical materials stand at the foundation of the Western tradition, common knowledge of the Bible is at a low point. The popular debate often gets polarized into two extreme positions: the Bible holds all truth, or the Bible is irrelevant. Yet many modern discoveries on archeological sites or in the archives now provide a much clearer idea of the way the Biblical materials are put together over the centuries, and the way the Biblical authors respond to each other, developing, critiquing, and reinterpreting ideas in the political and cultural crises of their times. Students study a selection of materials from both the Hebrew Bible and the New Testament, not only to appreciate the depth and complexity of what the Bible “says” in its own original contexts, but also to reassess what it “says” to the modern world—with its very different cosmology, anthropology, and political and social structures—about human responsibility to the planet and to fellow human beings about the recognition of human destructiveness and the hope for survival. *Satisfies the Humanistic Approaches core requirement.*

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 Artistic Approaches core requirement; counts toward the “Artist as a Humanist” and “Visual Culture” pathways. Offered frequently.*

317 Liberation and Alienation: Intellectuals in Modern Europe This course examines the works and times of prominent intellectual critics of modern European society. It centers on the texts of nineteenth-century writers, theorists, scientists and revolutionaries who formulated far-reaching analyses of and challenges to modern cultures, practices, values and economies. Special emphasis is placed on the generation of ideas and ideologies of the period, such as materialism, psychoanalysis and Marxism, and their application in culture and the arts. *Cross-listed with HIST 317. Offered frequently.*

340 Film Genres This course explores some of the major theoretical and cinematic approaches to film genre, and provides the opportunity for students to produce a short film project based upon this exploration. The specific genre (e.g., documentary, horror, melodrama, film

noir, etc.) under study for any given semester is at the discretion of the professor. Through the analysis and subsequent production of the selected film genre, students interrogate the ways that industrial, social, technological, and aesthetic factors shape the development, circulation, and reception of a film genre over time. In addition to regular class time, evening film screenings are required. *Counts toward the "Visual Culture" pathway; crosslisted as ENGL/HUM 340.*

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 elaborated 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. *Offered frequently.*

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 Artistic Approaches requirement; counts toward the "Global Middle Ages" and "Visual Culture" pathways; offered frequently.*

399 Library as Collaboratory 0.25 unit activity credit. Expressly designed as an experiential learning opportunity, this course invites students to dive into the workings of a 21st century library by undertaking, completing, and documenting a small library project. Specific project roles include: Metadata Creator, Exhibit Curator, Instructional Designer, Digital Publisher, and Transcriptionist/Historical Investigator. Along the way, students are asked to actively reflect on their educational experiences at the University of Puget Sound and to begin to articulate a growing repertoire of skills in critical thinking, communication, research, creative problem solving, and ethical decision making. *Pass/fail grading only.*

400 Digital Methods in Humanities Scholarship This course surveys a wide range of software tools and technologies that are becoming associated with the domain of scholarly activity known as the digital humanities: micro- and macro-directed text analytics, annotated timelines, multimedia presentation platforms, data and network visualizations, NGrams, thick maps/GIS, topic modeling, immersive simulations, etc. During the first third of the course, students read conceptual material about digital methods and look at representative completed projects that have made use of such tools and methods. Each student then proposes a project that aligns with her or his research interests and selects a suite of tools appropriate for the project type. During the last two thirds of the course, students meet individually with the instructor at least once a week to review project status and plan ensuing phases of the work. In the final weeks, students reconvene as a group to discuss their completed projects. The course is appropriate for students who want hands-on experience using tools and methods that are changing the way scholarship in the humanistic disciplines is being conducted. *Offered frequently.*

INTERNATIONAL POLITICAL ECONOMY

Professor: Bradford Dillman; Nick Kontogeorgopoulos

Associate Professor: Emelie Kaye Peine, Pierre Ly, *Director*

Assistant Professor: Yige Dong, *Suzanne Wilson Barnett Chair of Contemporary China Studies*

Visiting Assistant Professor: Lisa Nunn

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 IPE program 1) gain an appreciation for competing theoretical perspectives; 2) study the overlapping economic, political, and social linkages between 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) 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. 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 issue 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 consists of three required IPE classes (101, 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 101: Introduction to International Political Economy surveys the international and global problems that are at the heart of IPE. 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 their senior thesis. 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 in which IPE majors share ideas, engage in critical discussions, and write and defend their senior theses. Ideally, 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 up to two classes as IPE electives. 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, should 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 101, PG 102, ECON 101, and SOAN 101 or 102.
- II. IPE 205 or ECON 271
- III. IPE 301
- 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10)*.

SSI1 173 Alexander Hamilton's America: The Political Economy behind the Musical

Connections courses. See *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 24)*.

IPE 389 Global Struggles over Intellectual Property

Satisfies the Connections core requirement.

CONN 307 Hooch: The Natural and Social Science of Liquor

Satisfies the Connections core requirement.

CONN 395 China and Latin America: A New Era of Transpacific Relations

Satisfies the Connections core requirement.

IPE 405 The Idea of Wine

Satisfies the Connections core requirement.

IPE 427 Competing Perspectives on the Material World

Satisfies the Connections core requirement.

101 Introduction to International Political Economy This course provides a multidisciplinary introduction to the study of international 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 relationships between states, markets, and societies at a global level. *Satisfies the Social Scientific Approaches core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every semester.*

205 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. It is advised that students take IPE 205 (or ECON 271) as soon as possible after taking ECON 101, beginning in the Fall semester of the sophomore year. *Prerequisite: IPE 101 or Econ 101. Offered every year.*

211 Introduction to Global Development This course serves as an introduction to global development and provides an overview of several problems associated with development and globalization. There are two themes that run throughout the course. 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 pursuing these two themes, this course will cover several topics related to development and globalization: the historical trajectory and meaning of the development idea; the role played by colonialism in shaping the contours of the contemporary world; the policy dimensions of development and globalization; the tradeoffs associated with the modernization of agriculture; the causes and consequences of the debt crisis; patterns of health and illness in low-income countries; the environmental impact of industrialization and growing global consumerism; and the challenges faced by women in low-income countries. *Crosslisted with GDS 211. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every year.*

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 in the IPE literature, study research methods used to answer questions in IPE, and assess empirical research on the global political economy. *This course is a prerequisite for IPE 401. Prerequisites: IPE 101 and junior or senior standing. Offered every semester.*

321 The Business of Alleviating Poverty: NGOs, Corporations and Social Entrepreneurs This course studies the interaction between states, markets and civil society in the fight against global poverty. More precisely it analyzes the roles of Non-Governmental Organizations (NGOs), corporations and social entrepreneurs. The course addresses a number of issues: What do NGOs do and how do they finance their operations? Can multinational corporations play a role in the fight against global poverty and, if so, how? How can we make sense of so-called "social enterprise"? What is the role of the state in regulating and encouraging private solutions to poverty? Are these private solutions further proof of economic liberal dominance or a move toward a new form of capitalism tailored to serve social needs? *Offered frequently.*

323 The Political, Economic, and Social Context of International Tourism In the contemporary world, tourism is often the foremost

process that brings together people from different parts of the world, allowing those from vastly different societies 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. The two questions this course addresses throughout the semester are 1) what are the economic, political, social, cultural, and environmental impacts of tourism in low and middle income countries? and 2) what are the tradeoffs associated with tourism? In tackling these two questions the course examines a wide range of issues, including the political, economic, social, and cultural implications of tourism, the impact of global tourism on environmental and global conservation efforts, and tourism as a vehicle of social change and as a facilitator of cultural and material globalization. *Crosslisted with SOAN 323. Offered frequently.*

331 International Political Economy of Food and Agriculture

Everyone eats, and therefore everyone has a relationship to global agriculture. But because less than one percent of the US population earns a living from farming, most Americans rarely think about where our food comes from. This course explores the origins of our current global food system, the political-economic relations that structure it, and emerging alternatives to industrial food. The course begins with an overview of the global food system, including the actors and ideas that have shaped its historical development. Second, students examine the dominant paradigm of industrial agriculture and the politics of its organization primarily in the US context. Finally, students discuss some of the most prescient debates over the future of our food system with a focus on the local context. Note: this course includes a required weekly three-hour experiential session in addition to regular class sessions. This experiential session provides students the opportunity for hands-on learning through field trips, volunteering, and community-based projects. Students use class materials to bring an analytical lens to these experiences, and the course culminates in a major research project and presentation that engages local community gardeners. *Prerequisite: IPE 101, 201, or PG 103. Usually offered every year.*

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. *Usually offered every year.*

350 The Political Economy of Gender and Sexuality in China While scholarship on the political economy of contemporary China is usually focused on the regime's economic institutions in relation to its political processes, this course invites students to use analytical tools in political economy to examine some understudied yet important issues in the field: family, gender, and sexuality since the beginning of the People's Republic (1949) to the present. This innovative intellectual effort is fruitful not only because macro structures such as revolution, industrialization, marketization, and globalization have forcefully shaped institutions of family and marriage, reproductive policies and practices, and gender and sexuality cultures in China, but dynamics in the latter spheres have also in turn reshaped the trajectories of the macro-processes. The first half of the course focuses on understanding family institutions, women's status, gender relations, and sexualities in connection with major

political and economic transitions between 1949 and the present. The second half includes readings and discussions around several thematic topics regarding family, gender, and sexuality in contemporary China in the broader context of politics, economy, and society. Materials for this course include primary source documents, works of literature and film, and scholarly books and articles. *Usually offered every year.*

355 Postcolonialism, Revolutions, and Global Capitalism: Feminist Inquiries from Asian Perspectives This course invites students to take feminist inquiries on politics, culture, and economy in the context of East and South Asia. Both regions have experienced colonial domination, nationalist independence movements, the rise and fall of the Cold War, and the recent triumph of neoliberalism. However, in feminist theories, East and South Asia seem to be placed in two distinct, distant intellectual genealogies. While South Asian societies are the birthplace of postcolonial feminism and subaltern studies, East Asian countries have served as sites of theorizing women and gender relations in revolutions and developmental states. When we engage with these theories or examine phenomena related to gender and sexuality in a particular society of the above regions, how do we understand the relationship between what we find on the ground and the particular theoretical lenses we use, which are not independent from the object of our inquiry? Moreover, despite distinct historical trajectories across regions and diversity within each region, the triumph of neoliberalism seems to have reshaped societies across Asia profoundly. How have the politics of gender and sexuality configured and facilitated these processes and how will they shape the dynamics of global capitalism in the future? *Usually offered every year.*

360 Food Systems Northwest: Circuits of Soil, Labor, and Money Eating food is critical to everyday life, and yet many have the luxury to treat daily sustenance as an afterthought. For some, the connections between food and the larger environmental and social systems that sustain human life are largely invisible. This experiential course explores these interactions through an extensive and intensive investigation of the Northwest food system from farm to fork. For three weeks, the course travels among the campuses of Whitman College, the University of Puget Sound, and Willamette University, tracing the themes of soil, labor, and money across the Northwest foodscape. Beginning at Whitman, students focus on the political economy of the food system, training a global lens on the industrial wheat farms, chicken processing plants, and large-scale dairy operations of the Walla Walla Valley. At the University of Puget Sound, the focus shifts to urban agriculture and food justice, tracing the three themes through questions of poverty and access to food, urban planning, and the challenges of growing food in the city of Tacoma. Finally, the course concludes at Willamette where students will live and work at Zena Forest and Farm, putting the methods of sustainable agriculture into practice and exploring the opportunities and obstacles associated with smaller-scale organic agriculture in the Willamette Valley. *Offered occasionally.*

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, interna-

tional business, leadership, and strategy. *Cross-listed with BUS 361. Prerequisite: Junior standing. Offered occasionally.*

367 Cosmopolitan Countrysides: Understanding Rural Places in Global Context In 2008 the United Nations announced that for the first time in human history, more than half of the world's population lived in cities. In 2016, POLITICO published the headline "Revenge of the Rural Voter" in an attempt to explain the dramatic right turn in US electoral politics. In the wake of that election, rural America is in the spotlight as (largely) urban scholars and pundits attempt to explain the dynamics of rural places to a (largely) urban audience. So, what might they be missing? While urbanization shows no signs of slowing, it more important than ever to study and understand rural places. Although fewer and fewer of us claim rural places as our home, these communities play a crucial role in natural resource management, energy development, agriculture, cultural and historic preservation, global social movements, and domestic politics. This course will examine the political, economic, and social significance of rural communities in an increasingly metropolitan world. Students will be introduced to the discipline of rural social science, and will gain a complex and nuanced understanding of the dynamics of rural communities from a global perspective. *Prerequisite: One introductory social science course from ECON 101, ECON 102, IPE 101, PG 101, PG 102, PG 103, PG 104, SOAN 101, SOAN 102, or permission of instructor.*

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: IPE 101 or PG 102. Offered every other year.*

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 101 or permission of the instructor. Offered every year.*

388 Exploring the Chinese Economy Exploring the Chinese Economy analyzes the economic, political, and social facets of the Chinese economy and their relationships with globalization. First, we discuss China's transition to a market economy and its rise as a global economic power. This includes the role of state and market actors, labor, and the rural-urban divide. Second, students think critically about the role of education and technology in the Chinese economy, including universities, the internet, and social media. Third, we investigate China's place in the global economy, including international trade, foreign investment, the battles of global brands for the Chinese consumer market, and environmental issues. The field school portion of this course will take place between June 20 and August 20, 2019. It will consist of a full time, 8-week internship in Beijing, and weekly cultural activities. Students will be immersed in the Chinese economy, experiencing it as interns, commuters, consumers, and foreigners exploring a new culture. Participation in the field school, including completion of an internship,

field notes, and a final video project, is required to pass the course. The instructor will be present for the first three weeks of the field school to meet regularly with students and to ensure that students are settled into their internships. In-progress and letter grade. *Prerequisites: IPE 101 and junior or senior standing. Offered occasionally.*

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 and instructor permission. 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. Offered every year.*

INTERNSHIP

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 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 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 an Internship 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 internship supervisor; and submitted to 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 Internship Description will include:

1. A list of the specific responsibilities and tasks relevant to the academic learning objectives.
2. A list of the specific responsibilities and tasks relevant to the internship site expectations although not directly related to the academic learning objectives.
3. A schedule of at least 120 hours of directly related internship experience.
4. The criteria used by the internship supervisor to evaluate the intern's performance.
5. The date by which the supervisor is to send the student's performance appraisal to 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 internship 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 on-site internship responsibilities, as evaluated by the supervisor at the organization hosting the internship. Additionally, the student may be required to complete a self-assessment reviewing the learning objectives, how they were achieved, and how that achievement was demonstrated.

Designation

1. The internship seminar will be designated as INTN 497.
2. The department-offered internship will be designated with the department abbreviation and the course number 497. (For example,

the internship offered by the Sociology and Anthropology department is designated as SOAN 497.)

3. The internship sponsored by an individual member of the faculty will be designated with the department abbreviation of the faculty member and the course number 498.

Credit

Credit for an internship is not applicable to the Upper-Division Graduation Requirement. Only 1.0 unit may be assigned to an individual internship and no more than 2.0 units of internship credit, or internship credit in combination with cooperative education credit, may be applied to an undergraduate degree.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 10.

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: sophomore, junior or senior standing; 2.5 GPA; ability to complete 120 hours at internship site; approval of the Career and Employment Services 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 at an academically-related off-campus site.
2. Gain relevant experience to provide context for later academic studies.
3. Extend theoretical knowledge to practical application.

4. Achieve professional and academic goals in preparation for employment.

Eligibility

The eligibility of a student to undertake a co-op will be determined by 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 Co-op 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 co-op supervisor; and submitted to 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 Co-op Description will include:

1. A list of the specific responsibilities and tasks assigned to the student.
2. The criteria used by the co-op supervisor to evaluate the student's performance.
3. The student's schedule with start and end dates plus a summary of expected hours the student will contribute to the Co-operative Education experience.
4. The day and time during the week that the student will meet with the supervisor to review performance and progress toward learning objectives.
5. The date by which the supervisor is to send the student's performance appraisal to 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 co-op 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 self-assessment of 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 co-op supervisor's appraisal of the student's completion of responsibilities (forwarded by 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 hours of engagement with the site:

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 is offered at least once each academic year. Please see "Frequency of Course Offerings" on page 10.

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 experience or may undertake such experience while enrolled in classes (a "parallel placement"). This program is tailored for sophomores, juniors, and seniors who seek 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 engaged 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 Career and Employment Services internship coordinator; completion of learning agreement.*

JAPANESE

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

LATIN

Students interested in Latin language courses should consult the Classics section in this *Bulletin*.

LATIN AMERICAN STUDIES

Director: Linda Williams, *Art and Art History*

Advisory Committee: Monica DeHart, *Sociology and Anthropology*; Pepa Lago Graña, *Hispanic Studies*; Andrew Gomez, *History*; Brendan

Lancot (*on leave 2019-2020*), *Hispanic Studies*; John Lear, *History*; Ariela Tubert, *Philosophy (on leave spring 2020)*; Nila Wiese, *Business and Leadership*

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 required gateway course to the program is Latin American Studies 100, which fulfills the Humanistic Approaches core and explores the interaction of politics and culture at national and international levels by considering the historical legacies affecting present-day Latin American societies. Drawing on courses from Hispanic Studies, Politics and Government, Business, Art History, Anthropology, Philosophy, International Political Economy, and History, students minoring in Latin American Studies gain an in-depth understanding of the region, past and present, through the application of and different analytical tools and disciplinary perspectives. 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.

Upon completion of the program, students should be able to do the following:

1. Understand the historical conditions and relations that shaped Latin America as a distinct regional, political, and cultural entity, and understand how that history informs contemporary relations both within the region and with other global actors;
2. Identify the central people, places, events and processes that define the region, with an emphasis on the heterogeneous, transnational nature of regional politics and culture;
3. Examine and compare conceptual and theoretical approaches that have sustained and challenged the idea of Latin America and the stakes of this idea for different communities in and beyond the region;
4. Apply diverse, interdisciplinary tools to critically evaluate and engage contemporary issues concerning Latin America;
5. Engage Latin American/Latin@ culture and communities through experiential learning or internships here in the U.S. or abroad; and
6. Possess a basic competence in Spanish language.

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): Humanities, 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.

- 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.
- 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.

Humanities

ARTH 302 The Art of Mexico and Mesoamerica
LAS 380 Around Macondo in Eighty Days
LAS 399 Latin American Travel Seminar (offered occasionally)
PHIL 312 Latin American Philosophy
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 Topic Seminar (when Latin American content)
SPAN 311 Migration Narratives
SPAN 312 Visual Culture and Modernity in Latin America
SPAN 402 Seminar in Colonial and/or Nineteenth-Century Latin America
SPAN 405 Seminar in Twentieth and/or Twenty-First Century Latin America
SPAN 410 Special Topic Seminar (when Latin American content)

Social Sciences

BUS 472 Business in Latin America
CONN 395 China and America: Toward a New Era of Transpacific Relations
PG 311 Politics of Detention: Criminal Justice, Immigration, and the War on Terror
PG 330 Peace, Justice, and Reconciliation in Latin America
PG 380 Latin American Politics
SOAN 303 Contemporary Immigration, Race, and Immigration Regimes in the U.S.
SOAN 315 Identity Politics in Latin America
SOAN 316 Cultural Politics of Global Development (when Latin American emphasis)
SOAN 350 Border Crossings: Transnational Migration and Diaspora Studies (offered occasionally; LAS credit only when taught by Professor DeHart)

History

HIST 280 Colonial Latin America
HIST 281 Modern Latin America
HIST 367 Immigration in the U.S.
HIST 376 History of Cuba and the Cuban Diaspora
HIST 380 Modern Mexico
HIST 381 Film and History: Latin America
HIST 382 Comparative Revolutions in Twentieth-Century Latin America
HIST 384 Transnational Latin America (offered occasionally)

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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 10).

SSI1/SSI2 112 Salsa, Samba, and Soccer: Popular Culture in Latin America (This course does not count toward the minor.)
SSI1 123 Diego Rivera and Frida Kahlo: Lives of Art and Politics (This course does not count toward the minor.)

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

380 Around Macondo in Eighty Days
387 Art and Revolution in Latin America
395 China and America: Toward a New Era of Transpacific Relations
399 Latin American Travel Seminar

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. Satisfies the Knowledge, Identity, and Power graduation requirement.*

LATINA/O STUDIES

Director: Jairo Hoyos-Galvis, *Hispanic Studies*

Andrew Gomez, *History*, Jairo Hoyos-Galvis, *Hispanic Studies*, Natalie Scenters-Zapico, *Poet-in-Residence*, *Latina/o Studies*

Advisory Committee: Michael Benitez, *Dean of Diversity and Inclusion*; Robin Jacobson, *Politics and Government*; Pepa Lago Graña, *Hispanic Studies*; Renee Simms, *African American Studies*

About the Program

The student of Latina/Latino Studies explores the historical, cultural, political, and socio-economic experiences of Latinos, the largest minoritized ethnic group in the United States. A key objective of Latina/o Studies is to integrate the body of knowledge pertaining to these populations into the United States' understanding of itself. 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 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. LTS 200 Latina/o America: A Critical Introduction to Latino Studies (1 unit);
 - b. Three courses from the following list (3 units):
 - AFAM 401 Narratives of Race
 - CONN 335 Race and Multiculturalism in the American Context
 - HIST 367 Immigration in the U. S.
 - HIST 376 Cuba and the Cuban Diaspora
 - HIST 378 History of Latinos in the United States
 - LTS 300 Latina/o Literatures
 - LTS 375 Queer-Latinx: Art, Sex, and Belonging in America
 - LTS 400 Special Topics in Latina/o Studies
 - PHIL 312- Latin American Philosophy
 - PG 304 Race and American Politics
 - PG 306 Immigration Politics and Policy in the U.S.
 - PG 311 Politics of Detention: Criminal Justice, Immigration, and the War on Terror
 - PG 346 Race in the American Political Imagination
 - SOAN 215 Race and Ethnic Relations
 - SOAN 303 Contemporary Immigration, Race, and Immigration Regimes in the U.S.
 - SOAN 350 Border Crossings: Transnational Migration and Diaspora Studies
 - SPAN 203 Writing a Revolution: Advanced Workshop (whenever the course includes significant Latina/o Studies content)
 - SPAN 303 Hispanic Short Story (whenever the course includes significant Latina/o Studies content)
 - SPAN 306 Latin American Film (whenever the course includes significant Latina/o Studies content)
 - SPAN 307 Latin American and Latino Theatre
 - SPAN 310 Special Topics in Literary and Cultural Studies (whenever the course includes significant Latina/o Studies content)
 - SPAN 311 Migration Narratives
 - SPAN 405 Seminar in 20th and 21st Century Latin America (whenever the course includes significant Latina/o Studies content)
 - c. A capstone experience (1 unit): LTS 400 Special Topics Seminar in Latina/o Studies or LTS 497 Internship Seminar
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 18.

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; Manifest Destiny and 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 American continent, further questioning the following: How do U.S. policies relate to the massive Latino migratory patterns to the U.S. 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 in the U.S., gender practices, heterogeneities of Latino populations, and politics of identity. *This course is taught in English. Satisfies the Humanistic Approaches core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

300 Latina/o Literatures 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, with some readings in English and Spanglish. Prerequisites: Any one of SPAN 203, 204, 205, 210, 211, 212, or equivalent.*

375 Queer-Latinx: Art, Sex, and Belonging in America In this course, students develop an understanding of the main topics for Queer Latinx Studies, including current aesthetic, political, and theoretical frameworks to analyze Latinx art, cinema, literature, and performance. This course gives students the opportunity to study how queer Latinx artists are contesting civil and governmental oppression against non-heterosexual communities. Students understand the significance of dwelling and sexual embodiment for dissident art-ists and their political intervention in the public sphere. In this class, students will engage with questions of disability, immi-gration, legality, race, and sexuality in America.

376 The Art of Mestizaje This course analyzes how artists articulated the idea of mestizaje (racial and ethnic mixing) in Mexico and the U.S. from the 16th to the 21st century. This course is divided into three sections: in the first section, students will study the genesis and evolution of racial taxonomies in the viceroyalty of New Spain. This section will teach the students the conceptual history of the idea of mestizaje and its political implications. In the second section, students will examine how diverse artists and political institutions portray the idea of mestizaje creating the genre of *Casta* paintings. *Casta* paintings are one of the most important artistic expressions of the Spanish Catholic Empire. In the third section, the students will analyze how governmental and nongovernmental corporations developed the Mexican muralism artistic movement, and also how U.S. Latinx artists reinterpreted the muralist conceptualization of mestizaje in the 20th and 21st Century. Particularly, the course will emphasize the artworks of Diego Rivera in Mexico City and Detroit, and the artworks of Sandra de la Loza, and Emilio Aguayo.

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 Latino 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 seminar. *Prerequisites: any one of SPAN 300, 303, 306, 307, 311, LTS 300, or equivalent.*

MATHEMATICS AND COMPUTER SCIENCE

Professor: Robert A. Beezer; James Bernhard, *Chair*; Sigrun Bodine (on leave fall 2019); Martin Jackson; Bradley Richards; Michael Spivey

Associate Professor: David Chiu; Adam Smith (on leave spring 2020)

Assistant Professor: America Chambers (on leave spring 2020); Jacob Price; Courtney Thatcher

Visiting Professor: Henry Walker

Visiting Assistant Professor: Xi Chen, Cynthia Gibson;

Instructor: Alison Paradise, Matthew Pickard

Visiting Instructor: Wendy Dove

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.

Students who graduate from the Department of Mathematics and Computer Science will be able to communicate precisely in the formal language of mathematics or computer science, both verbally and in written form, work effectively individually and as part of a team, and leverage the power of abstraction to transform complex problems into simpler but conceptually relevant ones.

Additionally, students completing a degree in mathematics will be able to:

- Demonstrate an understanding of the core ideas in calculus and linear algebra, as well as a breadth or depth of understanding in other mathematical subject areas;
- Write clear and correct mathematical proofs;
- Successfully transition to advanced study in any of a range of pure or applied mathematical subject areas.

Computer science graduates will additionally be able to:

- Choose and apply appropriate algorithms and data structures to solve a problem;
- Analyze the correctness, efficiency, and viability of algorithms;
- Implement and evaluate complex software systems using a variety of tools.

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 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.

Courses must 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, 350, 355, 360, 375, 376, 380, 420 (some topics as noted in topic course descriptions) 480, 481
 - List B: MATH 300, 310, 335, 338, 340, 345, 390, 420 (some topics as noted in topic course descriptions), 471, 490, 491

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, 335/471, 340/345, 350/355, 375/376, 480/481, 490/491.
6. Students majoring in mathematics should take CSCI 161 in their first two years.
7. Upper-division units must 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.

Requirements for the Minor in Mathematics

1. Completion of five units in mathematics, two of which must be numbered 170 or higher.
 - a. MATH 103 and MATH 110 do not count toward a minor in mathematics.

- b. One unit of credit taken from Computer Science, either 141 or a course 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.
 - c. HON 213 may count toward the 170-level requirement.
 - d. PHIL 240 may count toward the minor. It will not count as one of the required mathematics courses numbered 170 or higher.
 - e. 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, 361.
3. Completion of MATH 210. MATH 290 and an upper-division mathematics course from List B may be substituted for MATH 210 if the student earns a C or higher in both courses.
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, 240, 281.
2. Completion of CSCI 291, 361, and 475. MATH 290 and an upper-division

mathematics course from List B may be substituted for MATH 210 if the student earns a C or higher in both courses.

3. Completion of MATH 210. MATH 290 and an upper-division mathematics course from List B may be substituted for MATH 210 if the student earns a C or higher in both courses.
4. Completion of two upper-division electives.
5. 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 three units of the required upper-division courses for the major at Puget Sound. One of these three 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.
5. In lieu of the MATH 210 requirement for the computer science major, the department will allow the following two-course substitution:
 - a. Completion of MATH 290 with a grade of C or better, and
 - b. Completion of a 300-level or 400-level mathematics course from List B with a grade of C or better.

Requirements for the Minor in Computer Science

1. Two units to include CSCI 161, 261.
2. Three units from CSCI 240, 281, 291, 310, 315, 325, 335, 361, 370, 425, 431, 455, 475, 481, MATH 210. MATH 290 and an upper-division mathematics course from List B may be substituted for MATH 210 if the student earns a C or higher in both courses.

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 10.

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 se-

ries. 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.*

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.*

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, MATH 181, PSYC 201, Advanced Placement Statistics, or the equivalent of one of these. Satisfies the Mathematical Approaches core requirement.*

280 Multivariate Calculus This course, a continuation of the calculus sequence that starts with MATH 180 and 181, is an introduction to the study of functions that have several variable inputs and/or outputs. The central ideas involving these functions are explored from the symbolic, the graphic, and the numeric points of view. Visualization and approximation, as well as local linearity continue as key themes in the course. Topics include vectors and the basic analytic geometry of three-space; the differential calculus of scalar-input, vector-output functions; the geometry of curves and surfaces; and the differential and integral calculus of vector-input, scalar-output functions. *Prerequisite: MATH 181 or its equivalent. Satisfies the Mathematical Approaches core requirement.*

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.*

301 Differential Equations Ordinary differential equations (ODEs) are first introduced in the calculus sequence. This course provides a deeper look at the theory of ODEs and the use of ODEs in modeling real-world phenomena. The course includes studies of first order ODEs (both linear and nonlinear), second and higher order linear ODEs, and first order systems of ODEs (both linear and nonlinear). Existence and uniqueness of solutions is discussed in each setting. Most topics are viewed from

a variety of perspectives including graphical, numerical, and symbolic. Tools and concepts from linear algebra are used throughout the course. Other topics that may be covered include series solutions, difference equations, and dynamical systems. *Prerequisite: MATH 280 and 290 or permission of the instructor. Offered every semester.*

302 Partial Differential Equations This course introduces partial differential equations, how they arise in certain physical situations, and methods of solving them. Topics of study include the heat equation, the wave equation, Laplace's Equation, and Fourier Series with its applications to partial differential equations and boundary value problems. Additional topics may include Green's Functions, the Fourier Transform, the method of characteristics, dispersive waves, and perturbation methods. *Prerequisite: MATH 301 or equivalent. Offered Fall term only.*

310 Numerical Analysis Students learn about numerical solutions to linear systems; numerical linear algebra, polynomial approximations (interpolation and extrapolation); numerical differentiation and integration. Students also learn about error analysis and how to select appropriate algorithms for specific problems. *Prerequisite: Math 280, 290, and CSCI 161 or equivalent.*

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. Crosslisted with CSCI 310. Offered every other year.*

340 Combinatorics This course entails study of the basic principles of combinatorial analysis. Topics include combinations, permutations, inclusion-exclusion, recurrence relations, generating functions, and graph theory. Additional material may be chosen from among the following topics: Latin squares, Hadamard matrices, designs, coding theory, and combinatorial optimization. Satisfies the proof-based requirement in the mathematics major. *Prerequisite: MATH 290. Offered every other year, alternating with Math 345, Number Theory.*

345 Number Theory This course entails the study of the properties of numbers, with emphasis on the positive integers. Topics include divisibility, factorization, congruences, prime numbers, arithmetic functions, quadratic residues, and Diophantine equations. Additional topics may include primitive roots, continued fractions, cryptography, Dirichlet series, binomial coefficients, and Fibonacci numbers. Satisfies the proof-based requirement in the mathematics major. *Prerequisite: MATH 290. Offered every other year, alternating with Math 340 Combinatorics.*

350 Topology This course covers the basics of point-set topology. The course focuses on what type of structures need to be placed on a set in order to make it a "topological space" and what properties are deduced from these structures. Topics include open and closed sets, continuity, compactness, connectedness, and a selection of topics from metric spaces, manifolds, function spaces or quotient spaces. Satisfies the proof-based requirement in the mathematics major. *Prerequisite: MATH 290. Offered every other year, alternating with Math 355.*

355 Differential Geometry This course is an introduction to the application of calculus and linear algebra to the geometry of curves and surfaces. Topics include the geometry of curves, Frenet formulas, tangent planes, normal vectors and orientation, curvature, geodesics, met-

rics, and isometries. Additional topics may include the Gauss-Bonnet Theorem, minimal surfaces, calculus of variations, and hyperbolic geometry. After completion, students will have the background to begin studying further mathematical and theoretical physics topics such as Riemannian geometry, differential topology, general relativity, and gauge theory. Students will additionally develop their mathematical intuition and ability to use calculations and proofs to verify theorems and solve problems. Satisfies the proof-based requirement in the major contracts and the standard major. *Prerequisites: MATH 280 and 290 and grade of C- or higher. Offered every other year.*

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 other year, alternating with MATH 376.*

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 Fall term.*

380 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.*

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 is the case in applied statistics. *Satisfies the proof-based requirement in the mathematics major. Prerequisite: Math 375 or equivalent. Offered every other year, alternating with MATH 360.*

355 Differential Geometry This course is an introduction to the application of calculus and linear algebra to the geometry of curves and surfaces. Topics include the geometry of curves, Frenet formulas, tangent planes, normal vectors and orientation, curvature, geodesics, metrics, and isometries. Additional topics may include the Gauss-Bonnet Theorem, minimal surfaces, calculus of variations, and hyperbolic geometry. After completion, students will have the background to begin studying further mathematical and theoretical physics topics such as Riemannian geometry, differential topology, general relativity, and gauge theory. Students will additionally develop their mathematical intuition

and ability to use calculations and proofs to verify theorems and solve problems. Satisfies the proof-based requirement in the major contracts and the standard major. *Prerequisites: MATH 280 and 290 and grade of C- or higher. Offered every other year.*

390 Advanced Linear Algebra This course begins as a review and continuation of MATH 290: Linear Algebra. Topics covered include invariant subspaces, Jordan canonical form, and rational canonical forms of linear transformations. The remainder of the course is split between advanced topics and applications. Advanced topics include decompositions (such as the LU decomposition), principal axis theorem, alternate definitions of the determinant, singular values, and quadratic forms. Applications include topics such as least-squares fit, error-correcting codes, linear programming, physical problems employing eigenvalues, Markov chains, and secret sharing. *Prerequisite: MATH 290.*

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 occasionally.*

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: CSCI 161, MATH 280 and 290; MATH 375 recommended. Offered every other year.*

480/481 Real Analysis 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. Satisfies the proof-based requirement in major contracts and standard major. *Prerequisite: MATH 280 and 290 or equivalents, MATH 321 for 322. MATH 321 offered Fall term only; MATH 322 offered Spring term only.*

491/491 Abstract Algebra I, II These courses present a rigorous treatment of modern algebra. The writing of proofs is emphasized. Modern applications of abstract algebra to problems in chemistry, art, and computer science show that this is a contemporary field in which important contributions are currently being made. Topics include groups, rings, integral domains, field theory, and the study of homomorphisms. Applications such as coding theory, public-key cryptography, crystallographic groups, and frieze groups may be covered. *These are proof-based courses. Satisfies the proof-based requirement in major contracts and the standard major. Prerequisite: MATH 290 or permission of the instructor. MATH 433 offered Fall term only. MATH 434 offered Spring term only.*

492/493 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.

141 Programming for Natural Sciences This course is an introduction to computer science and programming intended for students in the natural sciences. The emphasis is on problems that might come up in a modern research laboratory. Assignments and exercises are done in Python programming language, which is favored by many natural scientists. The course teaches how to maintain an electronic notebook of calculations, to complement the traditional lab notebook. There is also a focus on standard data structures and good programming techniques, giving the student a solid grounding in modern programming techniques. *Students who receive credit for CSCI 161 or 261 will not receive credit for 141. Prerequisite: MATH 110 or three years of high school math.*

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.*

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.*

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 frequently.*

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 frequently.*

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 recommended. Offered frequently.*

310 Numerical Analysis Students learn about numerical solutions to linear systems; numerical linear algebra, polynomial approximations (interpolation and extrapolation); numerical differentiation and integration. Students also learn about error analysis and how to select appropriate algorithms for specific problems. Crosslisted with MATH 310. *Prerequisite: Math 280, 290, and CSCI 161 or equivalent.*

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 frequently.*

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 frequently.*

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. Offered every other year.*

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 MATH 210. Offered frequently.*

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.*

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.*

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) and MATH 180, or permission of the instructor. Offered frequently.*

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 Spring term only.*

455 Principles of Database Systems The management of data is one of the classical problems throughout the history of computing. This course centers around the fundamental concepts and theory that underpin the relational data model, which addresses numerous problems that plague data management, including data independence, consistency, information loss, and access performance. Course topics include the relational data model, database languages (e.g., SQL), relational database theory, database design (by decomposition), query execution, and considerations that affect system performance. Students design database schemas that effectively model an organization's information requirements and write programs that require database integration. Students also gain insight through the analysis and implementation of influential data structures and algorithms that are commonly used in modern relational database systems. *Prerequisite: CSCI 261; MATH 210 or instructor permission. Offered frequently.*

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 240, with at least one upper-division computer science course in an area related to the project.*

475 Operating Systems One the most complex software systems ever assembled, the modern operating system serves as the interface between the human and the machine. This course traces how the simple idea of "resource sharing" unravels into some of the most confounding problems and original breakthroughs in computer science. Course topics include process and thread management, input/output, CPU scheduling, synchronization primitives, memory management, and file systems. Students taking this course learn how to deal with the intricacies of low-level programming, parallel computing and synchronization problems, and also receive kernel-development experience through the design and implementation of various subsystems in a real operating system. The C programming language is used for homework assignments and projects. Prerequisite: CSCI 281. *Offered frequently.*

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 occasionally.*

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.

MOLECULAR BIOLOGY

Students interested in a degree in Biochemistry should consult the Chemistry section in this *Bulletin*.

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

MUSIC

Professor: Gwynne Brown; Robert Hutchinson; Maria Sampen; Tanya Stambuk; Steven Zopfi

Associate Professor: Gerard Morris, *Interim Director*; Dawn Padula

Artist in Residence: Alistair MacRae

Assistant Professor: Ameera Nimjee; Tina Huynh; Anna Wittstruck

Visiting Assistant Professor: Paul Harris

Affiliate Artist Faculty: Rodger Burnett; Noelle Burns; Catherine Case; Timothy Christie; Kimberly Davenport; Francine Floyd-Peterson; Karla Flygare; Edmund Hughes; Tracy Knoop; Christina Kowalski; David Krosschell; Abe Landa; Kathryn Lehmann; Jeffery Lund; Jennifer Nelson; Joyce Ramée; Sarah Samuelson; Stephen Schermer; Ryan Schultz; Judson Scott; Paul Thornock; Dan Williams; Fred Winkler

About the School

The School of Music serves a diverse population, offering course and performance opportunities for more than 400 students each term while providing a rich curriculum for approximately 84 majors and 35 minors. In addition, the School of Music offers cultural and intellectual enrichment to all Puget Sound students through music classes, ensembles, and performance study. It contributes to the cultural climate of the campus and surrounding community through frequent concerts, master classes, festivals, clinics, and recitals.

The University of Puget Sound is an accredited institutional member of the National Association of Schools of Music (NASM).

The Bachelor of Music is offered in Performance (keyboard, voice, and all standard orchestral instruments), in Music Education, and Elective Studies in Business.

The Bachelor of Arts with a major in Music is the traditional liberal arts degree providing broad, flexible coverage of cultural, historical, analytical, and creative issues in the field. Although we do not offer specific degree tracks in the following areas, students may construct programs of study that support preparation for graduate study in music theory, music history and musicology, composition, jazz, 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 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.

Students may participate in a wide variety of performing groups, some of which require an audition for membership. 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, \$175

Sixty-minute lesson, \$350

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.
3. Music majors must attain, maintain membership in, attend, and be registered for credit in the appropriate large university ensemble (band, orchestra, choir or Accompanying Ensemble; Jazz Orchestra for pianists and guitarists) 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, Concert Band, or Symphony Orchestra, as assigned; string instruments in the Symphony Orchestra; voice students in the Adelpian Concert Choir, Chorale, or the Dorian Singers, as assigned; keyboard majors in a minimum of the first four semesters in Accompanying Ensemble; and guitar students in any of the above ensembles. Students may elect to perform in additional ensembles if they desire and are qualified.
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. Music majors are required to be registered for applied music every semester with the exception of students in the Bachelor of Music with Elective Studies in Business track, who are required to be registered for applied music through the junior year.
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 education 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 cannot be included toward 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), 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, 223, 235, 236, 250, 301, 335, 337, 341, 354, 355, 390, 392, 393, 394, 401, 402, 437, 493, 494, HUM 315, 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; for the keyboard major, this requirement includes Accompanying Ensemble (MUS 282) in the first four semesters;
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 (Vocal Pedagogy), and MUS 422 (Junior-Senior Recital);
5. One unit to be chosen from MUS 168/368 (0.5 unit maximum), 220, 221, 222, 223, 250, 301, 335, 337, 341, 355, 390, 392, 393, 394, 401, 402, 437, 493, 494, HUM 315, 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, 223, 250, 301, 335, 337, 341, 355 (required for string performance majors), 390, 392, 393, 394, 401, 402, 437, 493, 494, HUM 315, 316; a maximum of 0.5 unit in ap-

- plied lessons in a secondary instrument (requires approval of the music faculty advisor);
- Participation for credit in a performing group each semester as specified under Requirements for the Major;
 - Completing the performance requirements as specified under Requirements for the Major;
 - 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 M.A.T. program is described in the Education section of the Graduate *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 M.A.T. 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 M.A.T. program for teacher certification in music.

Instrumental and General Emphasis

- Four units Music Theory to include 101/103, 102/104, 201/203, and 202/204;
- Four units Music History to include 230, 231, 333, and 493;
- Six and three-quarter units Music Education to include MUS 240, 241, 242, 243, 244, 245, 246, 247, 291, 390, 392, 393, and 394;
- Two units Applied Music 111 through 412 on major instrument (Strings, Winds, Keyboard, or Percussion);
- Participation for credit in a performing group each semester as specified under Requirements for the Major; for music education students whose primary instrument is keyboard, this requirement includes Accompanying Ensemble (MUS 282) in the first four semesters;
- Completing the performance requirements as specified under Requirements for the Major;
- Recital attendance each semester;
- EDUC 419 and 420 (prerequisites for the MAT) recommended as electives.

Choral and General Emphasis

- Four units Music Theory to include 101/103, 102/104, 201/203, and 202/204;
- Four units Music History to include 230, 231, 333, and 493;
- Six and one-half units Music Education to include MUS 240, 241, 242, 245, 247, 293, 356, 390, 392, 393 and 394;
- MUS 235 (Diction);
- Two units Applied Music 111 through 412 (Voice or Piano);
- Participation for credit in a performing group each semester as specified under Requirements for the Major; for music education students whose primary instrument is keyboard, this requirement includes Accompanying Ensemble (MUS 282) in the first four semesters;
- Completing the performance requirements as specified under Requirements for the Major;

- Recital attendance each semester;
- 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

- Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
- Four units Music History to include: MUS 230, 231, 333, and 493;
- One-half unit Conducting: MUS 291 or 293;
- Two units Music Business: MUS 341 and INTN 497 or MUS 498;
- Four units Business: BUS 205, 305, 310, and 380. ECON 101 is a prerequisite for BUS 310 and should be taken to satisfy the Social Scientific Approaches core requirement; MATH 160 is recommended but not required (satisfies the Mathematical Approaches core requirement);
- One and a half units Applied Music: MUS 111 through 312 (major instrument);
- Participation for credit in a performing group each semester as specified under Requirements for the Major, which may be waived during the semesters a student enrolls in the required internship. For students whose primary instrument is keyboard, this requirement includes Accompanying Ensemble (MUS 282) in the first four semesters.
- Completing the performance requirements as specified under Requirements for the Major through the junior year;
- Recital attendance each semester.

Bachelor of Arts with a Major in Music

- Four units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204;
- Four units Music History to include MUS 230, 231, 333, 493;
- Enrollment in applied music (primary instrument) during every semester that a student is in residence, with at least one semester at the 400 level, totaling a minimum of 2 units;
- Participation for credit in a performing group each semester as specified under Requirements for the Major; for students whose primary instrument is keyboard, this requirement includes Accompanying Ensemble (MUS 282) in the first four semesters;
- Completing the performance requirements as specified under Requirements for the Major;
- Recital attendance each semester.
- Students must fulfill the Artistic Approaches core requirement with a course outside of music.

Students who are planning to study musicology or composition at the graduate level are advised to include the following courses in their programs:

Music History: MUS 494, (Music History Thesis) and at least one additional course in Music History and Literature.

Composition: At least 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 100 (first or second year only), 105, 126, 220, 221, 222, 223, 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) or HUM 315 or 316;
5. Each Music minor shall register for credit and maintain membership for at least four semesters in the large university music ensemble (band, orchestra, choir or Accompanying Ensemble; Jazz Orchestra for pianists and guitarists) appropriate to the student's major instrument and ability.

Major Courses by Area

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 Western Music
- 105 Music in the United States
- 126 History of Rock Music
- 220 The Broadway Musical
- 221 Jazz History
- 222 Music of the World's Peoples
- 223 Women in Music
- 224 The Age of Haydn, Mozart, and Beethoven
- 225 Romanticism in Music
- 226 Twentieth Century Music Through Film
- 230 Western Music from Antiquity to the End of the Baroque Era (c. 500 B.C.E. to 1750)
- 231 Western Music of the Classic Era to the Birth of Modernism (1750-1914)
- 333 Western and World Music Since 1914
- 493 Special Topics in Music History
- 494 Music History Thesis

Music Education

- 240 Instrumental Techniques: Brass
- 241 Instrumental Techniques: Percussion
- 242 Instrumental Techniques: Single Reeds, Flute
- 243 Instrumental Techniques: Double Reeds
- 244 Instrumental Techniques: Lower Strings
- 245 Instrumental Techniques: Upper Strings
- 246 Vocal Techniques
- 247 Techniques of Accompanying
- 327 Practicum in Music Education/Music Business
- 393 Introduction to Secondary Music Education
- 394 Introduction to Elementary Music Education

Pedagogy and Literature

- 235/236 Diction for Singers I, II
- 353 Piano Pedagogy and Literature
- 354 Collaborative Piano
- 355 String Pedagogy
- 356 Vocal Pedagogy

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

- 111 – 412 Applied Music (thirty-minute lesson)
- 161 – 462 Applied Music (sixty-minute lesson)
- 113 Class Guitar, Beginning Level
- 114 Class Guitar, Intermediate Level
- 115 Acoustic Roots Guitar I
- 116 Acoustic Roots Guitar II
- 168/368 Instrumental Chamber Music
- 205 Class Piano

Performing Groups (activity units)

- 119/319 Opera Theater
- 170/270/370 Wind Ensemble
- 172/272/372 Adelpian Concert Choir
- 174/274/374 Symphony Orchestra
- 176/276/376 Chorale
- 178/278/378 Voci d'Amici
- 180/280/380 Dorian Singers
- 182/282/382 Accompanying Ensemble
- 184/284/384 Puget Sound Jazz Orchestra
- 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, 105, 126, 220, 221, 222, 223, 224, 225, 226, 230 and 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI2 121 American Songs

SSI1 127 "Why Beethoven?"

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

SSI1/SSI2 149 Transgressive Bodies

SSI2 178 George Gershwin

SSI1/SSI2 192 Elvis and MJ: The Image of the Kings

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

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 Artistic 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. Offered fall term.*

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. Offered spring term.*

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. Offered fall term only.*

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. Offered spring term only.*

105 Music in the United States This course surveys the rich musical heritage of the United States from the Colonial Period to the present. It explores many of the musical traditions whose collective heterogeneity defines a country of diverse musical narratives. Musical styles and genres explored include art music, concert music, popular music, musical theater, sacred music, country, folk, jazz, and rock. *Satisfies the Artistic Approaches requirement. Offered fall term.*

109/309 Recital Attendance No credit Music majors attend 10 concerts, on or off campus, and submit printed programs from these concerts at the end of the semester. *Pass/fail grading only.*

111/112, 211/212, 311/312, 411/412 Applied Music 0.25 unit each For Applied Music students other than Performance majors. One half-hour lesson per week is required. The choice of materials is left to the discretion of the instructors in each applied music area. In the jury examination given at the end of the term, students are required to perform excerpts from the material studied. Registration for lessons is administered through the Music office. *May be repeated for credit. Cannot be audited or taken pass/fail. Prerequisite: previous music experience; audition required.*

113 Class Guitar 1 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 2 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.*

115 Acoustic Roots Guitar 1: Celtic to Bluegrass 0.25 activity credit This course provides a practical approach to learning how to play a variety of American "acoustic roots" guitar styles, all using a flatpick and based on Celtic-based fiddle tunes. The course progresses from Celtic through Appalachian/old-timey, old country, and bluegrass styles with focus on rhythm and backup skills as much as lead playing techniques. Tunes are taught in the traditional manner: listening and repeating tune segments over and over (and over) until the song can be played by memory. The course also covers basic guitar maintenance techniques such as proper tuning, restringing, and setup, and covers some of the wide variety of steel-string guitar body styles and construction methods. *Offered fall term.*

116 Acoustic Roots Guitar 2: Blues to Swing to Rockabilly 0.25 activity credit This course provides a practical, hands-on approach to learning how to play a variety of American guitar styles (using the acoustic steel-string guitar), including Delta and Piedmont 12-bar blues, "comping" behind standard swing-era songs, and finishing up with a bit of rockabilly. The techniques include 2- and 3- finger fingerpicking, Freddie Green-style 4-to-the-bar-backup, simple chord soloing, and Carl Perkins/Scotty Moore/James Burton styles. The course covers how to read and play along with a basic chord chart, as well as basic chord theory. Tunes are taught in the traditional manner: listening and repeating tune segments over and over (and over) the song can be played by memory. The course also focuses on ear training- hearing the changes in the song without using written charts or scores, in addition to covering basic guitar maintenance techniques such as proper tuning, restringing, and setup. Finally, some of the wide variety of steel-string guitar body styles and construction methods are demonstrated. *Offered spring term.*

119/319 Opera Theater 0/0.25 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.*

123 Discovering Music Discovering Music is for those who love music, are interested in both music theory and in practice, and might pursue further studies in music at the college level, but whose background might not have prepared them to jump right into the music theory and aural skills sequence (MUS 101/103). Students discover music through active engagement including performance, improvisation, composition, conducting and other movement, close listening, leadership exercises, concertgoing, reading and discussion. Discovering Music invites students to consider and try on the actions of the conductor, who leads others with a clearly communicated vision, as well as those of the individual musician, whose skill and self-discipline bring music to life. *Satisfies the Artistic Approaches core requirement.*

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 Artistic Approaches core requirement. Offered spring term.*

161/162, 261/262, 361/362, 461/462 Applied Music, Performance Majors 0.5 - 1 unit each Designed for Applied Music students admitted to the Performance degree or other Applied Music students with written permission from the Director of the School of Music. One hour-long or two half-hour lessons per week required. May be repeated for credit. Registration for lessons is through the Music office prior to university registration. *Cannot be audited or taken pass/fail.*

168/368 Instrumental Chamber Music 0.5 unit Music for small instrumental ensembles. May be repeated for credit. *Prerequisite: permission of instructor.*

170/270/370 Wind Ensemble 0/0.5/0.5 activity unit Prepares and performs music of many styles. Makes public appearances throughout the year and tours in the Pacific Northwest. Audition required. *May be repeated for credit. Pass-fail grading only.*

172/272/372 Adelpian Concert Choir 0/0.5/0.5 activity unit Prepares and performs varied repertoire for mixed voices. Makes public appearances throughout the year and tours in the Pacific Northwest. Audition required. *May be repeated for credit. Pass-fail grading only.*

174/274/374 Symphony Orchestra 0/0.5/0.5 activity unit Preparation and performance of works for symphony orchestra. Makes public appearances throughout the year. Tours in the Pacific Northwest. Audition required. *May be repeated for credit. Pass-fail grading only.*

176/276/376 Chorale 0/0.5/0.5 activity unit An all-university group for mixed voices. Local performances are scheduled each semester. Audition not required. *May be repeated for credit. Pass-fail grading only.*

178/278/378 Voci d'Amici 0/0.25/0.25 activity unit Selected by audition from the Adelpian Concert Choir, *Voci d'Amici* is a vocal chamber ensemble dedicated to the performance of repertoire from all musical epochs. The ensemble is self-conducted. *May be repeated for credit. Pass-fail grading only. Offered Fall term only.*

180/280/380 Dorian Singers 0/0.5/0.5 activity unit An auditioned ensemble of women singing both accompanied and *a capella* literature and appearing in concert several times each semester. Audition required. *May be repeated for credit. Pass-fail grading only.*

182/282/382 Accompanying Ensemble 0/0.5/0.5 activity unit This course familiarizes pianists with the skills required of a collaborative/ensemble pianist. Depending on the semester, music is selected from song literature, opera, choral, instrumental, and concerto accompaniments. Discussion of specific skills and techniques required for effective collaboration and accompaniment are emphasized. The course focus is primarily on skill-building and practical experience in rehearsal and performance. Students focus on sight-reading, transposition, navigating orchestral reductions, reading choral scores, and coaching of student performances. *Pass/fail grading only.*

184/284/384 Puget Sound Jazz Orchestra 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. Prerequisites: MUS 102 / 104 or advanced placement by examination. Offered fall term.*

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. Prerequisites: MUS 201 / 203 or advanced placement by examination. Offered spring term.*

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. Prerequisites: MUS 102/104 or advanced placement by examination. Offered fall term.*

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. Offered spring term.*

205 Class Piano 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: instructor permission required. Offered fall 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 Artistic Approaches core requirement. Not offered in 2018-2019.*

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 Artistic Approaches core requirement. Offered every other year. Offered spring 2019.*

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 Artistic Approaches core requirement.*

223 Women in Music This course critically explores women's contributions to music in a variety of roles and cultural contexts. The first unit surveys the life and works of a diverse range of female composers in the Western art music tradition. The second considers the often overlooked but crucial roles that women play in the musical world as teachers, administrators, patrons, and scholars. The final unit considers how particular well-known women perform music and gender, including musicians who have been politically and/or nationally significant figures in Egypt, South Africa, and Russia. An important theme throughout the course is how (and whether) women's contributions to music are addressed in music scholarship and popular media. *Satisfies the Artistic Approaches core*

requirement. Satisfies the Knowledge, Identity, and Power requirement. Offered spring term.

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 Artistic Approaches core requirement. Offered occasionally.

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 Artistic Approaches core requirement. Offered occasionally.

226 Twentieth-Century Music Through Film This introductory survey introduces students to twentieth-century European and North American classical music by exploring the use of major twentieth-century musical styles and individual works in movies. Students develop analytical tools to understand and communicate effectively about a wide range of compositional languages, while also considering how particular styles and compositions are put into dialogue with a film's visual, narrative, and affective content. Composers who wrote specifically for movies, such as Aaron Copland, Bernard Herrmann, and Philip Glass, are considered alongside those such as Béla Bartók and György Ligeti, whose works were appropriated by directors. Satisfies the Artistic Approaches core requirement. Prerequisite: Students who have MUS 226 transfer credit may not take this course. Students who have taken or will take MUS 333 should speak to the instructor before registering for MUS 226. Offered occasionally.

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 Artistic Approaches core requirement. Prerequisite: MUS 102 and 104 or instructor permission. Offered fall term.

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. Prerequisite: MUS 102 and 104 or instructor permission. Offered spring term.

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.

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.

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. Offered every other year.

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 term.

250 Music Recording Techniques This course provides students with knowledge of and hands-on practice with the basics of working in a recording studio, including acquiring knowledge of studio set up and the essentials of recording music digitally. Prerequisite: MUS 101 and 103. Offered fall term.

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. Offered fall term.

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 con-

ducting labs, with formal and informal evaluation given by the instructor. Offered fall term.

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. *Prerequisites: MUS 202/204 or permission of the instructor. Offered every other year.*

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 102 and 104 . Offered fall term.*

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. *Prerequisites: MUS 202/204 or permission of instructor. Offered every other year.*

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. Prerequisites: 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.*

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 occasionally.*

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.*

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.*

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. The course also provides opportunities to explore choral repertoire and rehearsal techniques. *Offered spring term.*

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. The course also provides opportunities to explore band, orchestra, and jazz repertoire and rehearsal techniques. The culminating exam includes conducting a university ensemble in rehearsal and concert. Offered spring term.

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. *Satisfies the Knowledge, Identity, and Power graduation requirement. Prerequisite: MUS 390 or 392.*

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. *Prerequisite: MUS 201/203 Offered spring term.*

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. *Prerequisites: MUS 202/204 or permission of the instructor. Offered every other year.*

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 or-

chestral composition. *Prerequisite: MUS 202/204 or permission of the instructor. Offered every other year.*

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 musicological research, analysis, and writing. *May be repeated for credit. Prerequisites: MUS 230 and 231, or permission of instructor. Offered fall term.*

494 Music History Thesis Guided thesis in music history. Topic and scope to be arranged between the student and faculty thesis advisor. *Prerequisites: MUS 230, 231, and 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.*

NATURAL SCIENCE

Coordinators: Andreas Madlung, *Biology*; James Evans, *Physics*; Jeff Grinstead, *Chemistry*; Mike Valentine, *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 (see the School of Education section of this *Bulletin*). It is a useful major for students considering post-graduate studies in health professions. 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. Seven units of Biology 111, 112, 211, 212, 213, and two units upper-division Biology electives numbered from 312-496 excluding BIOL 398; at least one of the electives must include a lab and at least one of the electives must be completed on the Puget Sound campus;
2. Two units of Chemistry: 110 and 120; or 115 and 230;
3. One unit in Mathematics (150 or higher) or Computer Science (141 or higher);
4. Four additional units from the following (at least two units must be taken from a department/program other than biology): BIOL 312-496 (excluding BIOL 398); CHEM 250 or higher; CSCI 141 or higher; ENVR 105; EXSC 221, 222; GEOL 101 or higher; MATH 150 or higher; NRSC 201, 350; 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 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 courses will count toward the major, *excluding the required Chemistry and Math courses*;
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 of 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.
2. For the Biology, Geology, and Physics emphases, the grade criterion within the Natural Science major will follow the requirement of the department corresponding to the emphasis. For the Chemistry emphasis, the grade criterion is the university requirement rather than the requirement for the Chemistry Department.

NEUROSCIENCE

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*; Erin Colbert-White, *Psychology*; Jung Kim, *Exercise Science*; Jill Nealey-Moore, *Psychology*; Mark Reinitz, *Psychology*; Justin Tiehen, *Philosophy*; Shen-Yi Liao, *Philosophy*; Stacey Weiss, *Biology*; Susannah Hannaford, *Biology*; Melvin Rouse, *Psychology*; Roger Allen, *Physical Therapy*.

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 an interdisciplinary minor that may serve as an enhancement of, or complement to, any major of a student's choice. This interdisciplinary minor 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 minor 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. pugetsound.edu/neuroscience

Requirements for the Minor in Neuroscience

- 1.. Completion of five units to include:
 - A. 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.
 - B. 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 Neuromuscular Adaptation
 EXSC 424 Recent Advances in Cellular and Molecular Mechanisms of Neuroplasticity
 EXSC 428 Advanced Neuromuscular Adaptation
 PHYS 231 Circuits and Electronics
 PSYC 313 Physiological Psychology
 NRSC 350 Methods in Neuroscience

Cognitive and Behavioral Neuroscience
 BIOL 472 Animal Behavior
 CONN 357 Exploring Animal Minds
 CONN 393 Cognitive Foundations of Morality and Religion
 CSCI 431 Introduction to Artificial Intelligence
 PHIL 105 Neuroethics and Human Enhancement
 PHIL 230 Philosophy of Mind
 PHIL 250 Moral Philosophy
 PSYC 230 Behavioral Neuroscience
 PSYC 356 Clinical Neuropsychology
 PSYC 310 Sensation, Perception, and Action
 PSYC 335 Cognitive Psychology
 PSYC 351 Language Development
 PSYC 373 Perceiving Self and Other
 PSYC 313 Physiological Psychology
 STS 318 Science and Gender (Connections)
 STS 350 Introduction to Cognitive Science (Connections)
 C. NRSC 450 Senior Seminar: Special Topics in Neuroscience

2. Completion of either an internship or research experience in the discipline and approved in advance by the steering committee. (Note: students must meet with a neuroscience advisor and submit an application for internship/research prior to the end of the second semester of their junior year.) Course credit earned from an internship or research experience does not count toward the required five units of course work outlined above.

Notes

1. Courses taken to fulfill requirements of a student's first major will not count towards the Neuroscience minor requirements.
2. Courses may be taken to fulfill the Neuroscience minor requirements and Core, other 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

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 10.

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.*

350 Methods in Neuroscience This course offers students an introduction to various methods in the field of Neuroscience. Neuroscience is an interdisciplinary field that spans a range of topics from basic biology to psychology to therapeutics in the clinical setting. This course provides a flavor of a few of the techniques used currently in the field of neurosciences and explore methods from historical, futuristic and ethical perspectives. Hands-on training on a range of methodologies with scope for independent projects is provided. *Prerequisite: NRSC 201. Offered occasionally.*

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.*

490 Advanced Topics in Neuroscience Neuroscience is a rapidly evolving field with new technologies and practices advancing yearly. In this course, experts in the field who are at the forefront of research in neuroscience teach in-depth current research and advanced technologies used for cutting-edge investigations and the future of neuroscience. Postdoctoral re-searchers from the University of Washington and the Fred Hutchinson Cancer Research Center team teach the course, offering insight into neuroscience within a highly advanced research context. *Prerequisite: NRSC 201.*

OCCUPATIONAL THERAPY

Professor: Tatiana Kaminsky; Yvonne Swinth, *Director*; George Tomlin

Associate Professor: Jennifer Pitonyak, *Associate Director*

Clinical Associate Professor: Kirsten Wilbur, *Academic Fieldwork Coordinator*

Clinical Assistant Professor: Wendell Nakamura; Sheryl Zylstra

Visiting Assistant Professor: Renee Watling

Visiting Instructor: Dawn Yoshimura-Smith, *Associate Academic Fieldwork Coordinator*

General Information

History

The School of Occupational Therapy at Puget Sound was established in 1944 with the aid of funds from the Washington Tuberculosis Association and various local leagues in response to an acute shortage of occupational therapists. The School of Occupational Therapy was the first of its kind in the Pacific Northwest and has retained continuous accreditation since 1945. In 2002, the program began offering only a post-baccalaureate degree (Master of Science in Occupational Therapy) as the entry-level degree, following the guidelines of the American Occupational Therapy Association (AOTA). In addition, the School of Occupational Therapy offers a post-professional degree. This clinical doctorate (DrOT) allows therapists to spend a year in concentrated study in order to refine their skills in an area of expertise.

Student Body

Each year the School admits approximately 40 master's degree students to the School of Occupational Therapy. These students come from a variety of backgrounds and educational experiences, from throughout the U.S. and internationally. The Student Occupational Therapy Association (SOTA) is active on campus. Up to 16 post professional students will be admitted in the clinical doctorate program, which started in Summer 2015. There are opportunities for interaction across both groups of occupational therapy students as well as with undergraduate and graduate students in other programs across the Puget Sound campus.

Accreditation and Graduates' Eligibility to Sit for the National Certification Exam

The School of Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449. ACOTE's telephone number, c/o AOTA is: 301.652.AOTA and its web address is www.acoteonline.org. Graduates of the program are eligible to sit for the OTR® Exam administered by the National Board for Certification in Occupational Therapy (NBCOT), 12 South Summit Avenue, Suite 100, Gaithersburg, MD 20877-4150, telephone: 301.990.7979, e-mail: info@nbcot.org. After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). All states regulate occupational therapy practice, with 49 states requiring licensure and 1 (HI) requiring registration in order to practice. Currently, all state regulation requires occupational therapists to pass the NBCOT OTR® Exam. (Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain a state license.)

Philosophy

The University of Puget Sound holds the belief that the academic community should be a meeting place for the exchange and generation of ideas and for the personal and professional growth of individuals. The School of Occupational Therapy, therefore, is more than just a professional training program. The approach of the School of Occupational Therapy is to prepare the student both for professional roles and responsibilities and for life. The School offers curricula that will not only provide a thorough background in a professional field of healthcare practice, but will also significantly broaden the student's horizons. This curriculum provides the practitioner with a strong foundation for understanding and using the methods of discovering knowledge, for evaluating new knowledge, and for translating it into useful technology and practice.

Mission

The mission of the School of Occupational Therapy is to prepare its graduates for the scientific, ethical, client-centered, and evidence-based practice of occupational therapy. This is achieved in a liberal arts context that promotes a community of learning, teaching excellence, scholarly engagement of faculty and students, and close faculty-student interaction. The School of Occupational Therapy is committed to equipping its graduates to promote the occupational participation of clients across practice settings through

- Recognizing the diversity of human situations, values, occupations, and behaviors;
- Exhibiting the expected qualities of a professional health care practitioner; and
- Demonstrating beginning skills in building relationships between practitioners, clients, and the health care system.

The entry-level professional master's degree program utilizes enhanced classroom, community and clinical experiences in leadership, advocacy, and research to provide its students with the knowledge, critical thinking, and clinical skills necessary to practice general occupational therapy at the entry-level. Graduates have an excellent foundation for professional life-long learning, service to the profession, and later specialization.

The post-professional clinical doctoral degree program (DrOT) allows occupational therapists educated at the baccalaureate or master's entry-level, including internationally educated occupational therapists, to upgrade their academic credentials through rigorous interaction with concepts of advanced theory, advocacy, teaching, and clinical research and prepares its graduates to provide clinical excellence and leadership in a self-selected area of practice.

Design of Curriculum

Becoming a competent occupational therapist requires students to acquire and apply knowledge and skills, known as "content," in a way that is unique to the profession, i.e., the "ways of knowing" of occupational therapists. The curriculum design conceptualizes the interplay between content and "ways of knowing" as a filter, in which students interact with content as it is "filtered" through an epistemology unique to occupational therapy, producing graduates with the skills to enable client-centered participation in occupation for varied clients in a range of practice settings.

The curriculum design reflects an approach to teaching and learning that relies on both classroom and community experiences to support students' mastery of content and ability to "think like an occupational therapist." The process is reflected in a recursive experiential learning cycle that supports the curricular structure, which blends curricular content and "ways of knowing" needed for producing graduates who are competent for entry-level occupational therapy practice. A key component of Puget Sound's School of Occupational Therapy experiential learning approach is participation in clinic experiences. Students participate in groups providing services off-campus for individuals with psychosocial needs in their third semester. In the final semester, all students participate in on-site clinics where they have full responsibility for evaluating and treating adult and pediatric clients. This experiential learning opportunity is highly unusual nationwide and provides powerful preparation for the required off-campus full-time (Level II) fieldwork placements. Finally, opportunities for authentic and reflective experiences to enhance learning and the application of the classroom learning is integrated throughout the curriculum.

Occupation

The outcome of the program—enabling client-centered participation in occupation—is a continual focus throughout the curriculum. Thus, occupation is the primary theme woven throughout the curriculum design and graduates value occupation as the core of occupational therapy and demonstrate the ability to link all aspects of their clinical practice with a focus to facilitate client-centered participation in occupations.

Ways of Knowing

The primary learning outcome relative to the theme of Ways of Knowing with the curriculum design is to prepare graduates who have an appreciation for diversity in colleagues and clients and possess reasoning and interpersonal skills that reflect the unique perspective of occupational therapists. The ways of knowing are conceptualized in four areas: (1) Research reasoning & evidence-based practice, (2) Professional reasoning in the OT process, (3) Meeting the needs of a diverse community, and (4) Professionalism (interpersonal & life-long learning skills).

Content (knowledge and skills for occupational therapy practice)

The primary learning outcome relative to the theme of Content with the curriculum design is to prepare graduates who demonstrate the knowledge and performance skills required for the varied roles and responsibilities of entry level practice and the basis for continued professional development.

Educational Goals

It is the goal of the School of Occupational Therapy curriculum to promote the development of occupational therapists who engage in professional reasoning to:

1. Plan and deliver occupational therapy with a clear link to occupation, including:
 - a. Move fluidly in the analysis of human occupation among data pertaining to participation, contextual factors, activities and tasks, and body functions and structure.
 - b. Frame problems of human occupation in accordance with current theoretical models and frames of reference.
2. Plan and deliver occupational therapy that is both evidence-based and client-centered, including the ability to:
 - a. Investigate and gather data systematically and logically.
 - b. Test hypotheses during and after the course of intervention through further data collection and interpretation.
 - c. Demonstrate an appreciation for the diversity of human values, occupation, and overt behaviors of people of various cultures and backgrounds
3. Plan and deliver effective occupational therapy in a range of contexts, including the ability to:
 - a. Devise therapeutic intervention plans and programs for individual clients, for groups of clients, and for settings (i.e., population-based services).
4. Demonstrate the ability to develop, maintain, and remediate relationships with all persons in the service delivery setting to maximize client care and outcomes. Such persons include, but are not limited to the client, family, health or educational professionals, outside consultants, researchers, and facilities staff.
5. Demonstrate skills needed for maintaining clinical competence, including:
 - a. Effective self-assessment and monitoring of skills and learning needs.

- b. The ability to engage in a substantial level of independent, self-directed learning.

The curriculum of the School of Occupational Therapy at Puget Sound places a strong emphasis on developing effective writing skills. The faculty have carefully designed a program of writing assignments throughout the curriculum to develop students' clinical reasoning, help shape their evolution as ethical health care professionals, stimulate life-long habits of critically reading research, and assist them in producing documentation that meets health care industry standards. As the capstone experience in their education, students work in conjunction with local clinicians to conduct a Critical Appraisal of a Topic, exploring the literature in depth to answer a clinical question. Students then write a systematic review of their findings and consider how these findings can impact clinical practice. Students are encouraged to disseminate their findings through conference presentation or publication.

Undergraduate Course Offerings

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.

MASTER'S PROGRAM IN OCCUPATIONAL THERAPY

The entry-level Master's program in Occupational Therapy, leading to a Master of Science in Occupational Therapy (MSOT), is for college graduates who wish to become occupational therapists. The program, which requires completion of 14.5 units of Occupational Therapy coursework, is two academic years in length plus a minimum of six months of full-time fieldwork experience. In addition to meeting admission requirements for the School of Occupational Therapy, candidates must meet the admission requirements for graduate students at the university.

This graduate degree has existed at Puget Sound for more than 30 years. It was established at a time when it was critically important to test and verify the theoretical foundations and practical techniques of occupational therapy using rigorous, systematic methods of study. The need for such an emphasis today is no less. The health care system requires evidence of effective therapeutic outcomes, and the need to promote evidence-based practice is stronger than ever before. Students will engage in understanding, critiquing, and applying quantitative and qualitative research studies to real clinical questions through a systematic review of the literature and develop the skills to apply this evidence in the real-life complexities of everyday practice.

Course of Study

There are three phases to the Occupational Therapy entry level course of study: pre-professional, professional, and fieldwork experience.

The *pre-professional* phase occurs prior to enrollment in the program. During this phase, applicants complete School of Occupational Therapy prerequisites.

During the *professional* phase, students complete the required Occupational Therapy coursework.

The *fieldwork experience* phase consists of completion of at least six months of full-time practice under the supervision of a licensed occupational therapist in a medical center, school, or health care facility. Following completion of the fieldwork experience, students are eligible to take the written national certification examination. In states with occupational therapy licensure laws, passing the national examination is accepted as evidence of competence to practice.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the Dean of Graduate Study and the Academic Standards Committee.

A degree candidate must complete, for a letter grade, a minimum of fourteen and one half (14.5) units of graduate credit in Occupational Therapy. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours. Up to six and one half (6.5) previously completed graduate occupational therapy transfer units may be applied toward a degree if requested and approved at the time of application for acceptance as a degree candidate.

Transfer students must be in good standing with a grade point average of 3.0 or better to be considered. Requests are reviewed and approved by the occupational therapy faculty. Any transfer student must complete a minimum of 8.0 units on the Puget Sound campus.

All degree candidates must complete the diploma application card and degree clearance form, available in the Office of the Registrar, prior to the final term of graduate study.

Questions about degree requirements and degree candidacy should be referred to the Office of the Registrar.

Continuation toward a Degree in Occupational Therapy

Once degree candidacy has been granted, a student must complete all degree requirements within six years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0. Grades less than 2.0 (including a WF) cannot be used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 cumulative grade point average will be placed on academic probation and may be removed from degree candidacy.

When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee and the faculty of the School of Occupational Therapy. Students who are removed from degree candidacy for academic reasons may petition the School of Occupational Therapy faculty and the Academic Standards Committee for reinstatement.

A student will be unable to continue in the program or enroll in Occupational Therapy courses if the student receives less than a 2.0 (including a WF) for the second time in a single required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in occupational therapy; or violates university policies regarding academic dishonesty.

Requirements for Graduation from MSOT (Professional Entry-Level)

1. Successfully complete the required courses (see below) for a letter grade with a cumulative grade point average of 3.0 or better.
2. Successfully complete a minimum of six months of fieldwork experience in a medical center, school, health care facility, or other agency that holds an extended campus agreement with the School of Occupational Therapy (register for OT 670). OT 675 and 676 may be taken as electives. Level II Fieldwork must be completed within 24 months of the completion of OT didactic (on campus) coursework.
3. Maintain professional liability insurance throughout educational program
4. Provide transportation for travel to clinical facilities.
5. Pay a fee for fieldwork experience.
6. Maintain health insurance and immunizations throughout educational program
7. Maintain current CPR certification throughout educational program
8. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
9. Undergo a national background check and a Washington State Patrol background check yearly thereafter as required by RCW 43.3.830, prior to placement in both on- and off-campus clinical experiences.

Required Courses and Sequence for MSOT

Students must be admitted to the School of Occupational Therapy before taking the following course sequence:

First Year

Fall Term	Spring Term
OT 605	OT 612
OT 610	OT 634
OT 615	OT 643
OT 622 (0.5 unit)	OT 644
OT 651 (0.0 unit)	OT 652 (0.0 unit)*

Second Year

Fall Term	Spring Term
OT 623 (0.5 unit)	OT 621 (0.5 unit)
OT 635 (0.5 unit)	OT 624 (0.5 unit)
OT 645	OT 636 (0.5 unit)
OT 646	OT 654 (0.0 unit)*
OT 653* (0.0 unit)	OT 658
OT 660 (0.5 unit)	OT 661

* OT 652, 653, and 654 may be taken any term as long as 651 is completed first.

Third Year – Students complete two level II fieldwork experiences (OT 670), which typically occur during two of the following three terms:

Summer Term	Fall Term	Spring Term
OT 670	OT 670	OT 670

Successful completion of fieldwork experience is required for graduation from the university with a degree in occupational therapy. During this phase, the student spends a minimum of six months of full-time practice under registered therapists in medical centers, schools, or health care agencies.

- OT 670 – Required
- OT 675, 676 – Elective

Sequence for part-time graduate study must be approved by the School of Occupational Therapy faculty.

Upon successful completion of all degree requirements, a Master of Science in Occupational Therapy (MSOT) degree is awarded. Students are then eligible to take the national certification examination offered by the National Board for Certification in Occupational Therapy. Please note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or obtain a state license.

Occupational Therapy Fieldwork Experiences

Level I Fieldwork: Level I Fieldwork opportunities are offered throughout the curriculum. As part of the initial experiential learning experience in the first semester (OT 651), students will have opportunities for observation in specific settings as well as hands-on learning. Additional Fieldwork I experiences occur during the community mental health clinic (OT 660) and the onsite clinic (OT 661).

Level II Fieldwork: Clinical centers for OT 670, OT 675, and OT 676 (Fieldwork II) are available in approximately 12 states in the U.S. It is possible to arrange for optional fieldwork (OT 675, OT 676) to be done internationally. The School of Occupational Therapy has an official pediatric site on the island of Zanzibar, Tanzania. The program's Academic Fieldwork Coordinator places students in their fieldwork sites and consults with them during their clinical education experiences. Students can expect that at least one Fieldwork II placement will be in a rural setting or require driving 50 miles or more. Once placed, if a student cancels a placement, a \$500.00 cancellation fee will be assessed.

POST PROFESSIONAL DOCTORAL PROGRAM IN OCCUPATIONAL THERAPY

The School of Occupational Therapy offers a Post-professional Doctor of Occupational Therapy (DrOT) Program designed to fit all levels of experience, whether you are a new entry-level occupational therapist or a seasoned one. The twelve-month curriculum is designed to be student-centered and to support students' development of advanced practice skills that support their career goals. To that end, students in the program are required to articulate an area of concentration and related learning outcomes that will guide them in developing a doctoral thesis project, shaping course assignments, and selecting experiential learning opportunities. Students will enter the DrOT Program with a range of professional experience and interests, which will enhance the learning of all.

DrOT students will also have opportunities to interact with entry-level MSOT students, developing mentoring, teaching, and collaborative skills in classroom activities, clinic settings, and through thesis projects.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the Dean of Graduate Study and the Academic Standards Committee.

A degree candidate must complete, for a letter grade, a minimum of eight (8) units of post-professional graduate credit in Occupational Therapy. Unless otherwise noted in the course description, graduate courses are valued at 1 unit each. A unit of credit is equivalent to 4 semester hours or 6 quarter hours.

All degree candidates must complete the diploma application card and degree clearance form, available in the Office of the Registrar, prior to the final term of graduate study.

Questions about degree requirements and degree candidacy should be referred to the Office of the Registrar.

Continuation toward a Post Professional Degree in Occupational Therapy

Once degree candidacy has been granted, a student must complete all degree requirements within six years. All courses to be counted in the degree, including graduate transfer credit, must be taken within the six-year period prior to granting the degree; hence, courses may go out of date even though candidacy is still valid.

A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0. Grades less than 2.0 (including a WF) cannot be used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 cumulative grade point average will be placed on academic probation and may be removed from degree candidacy.

When candidacy is removed for any reason, the student may not register for additional work without the prior approval of the Academic Standards Committee and the faculty of the School of Occupational Therapy. Students who are removed from degree candidacy for academic reasons may petition the School of Occupational Therapy faculty and the Academic Standards Committee for reinstatement.

A student will be unable to continue in the School of Occupational Therapy or enroll in Occupational Therapy courses if the student receives less than a 2.0 (including a WF) for the second time in a single required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in occupational therapy; or violates university policies regarding academic dishonesty.

Requirements for Graduation from DrOT (Post Professional Program)

1. Successfully complete the required courses (see below) for a letter grade with a cumulative grade point average of 3.0 or better.
2. Successfully complete residency experiences as part of their coursework.
3. Maintain professional liability insurance throughout educational program.
4. Provide transportation for travel to clinical facilities.
5. Maintain health insurance and immunizations throughout educational program.
6. Maintain current CPR certification throughout educational program.
7. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
8. Undergo a national background check and a Washington State Patrol background check yearly thereafter as required by RCW 43.3.830, prior to placement in both on- and off-campus clinical experiences.

Required Courses and Sequence for DrOT*

Students must be admitted to the Post Professional School of Occupational Therapy before taking the following course sequence:

Fall Term	Spring Term	Summer Term
OT 700 (1.0 unit)	OT 713 (0.5 unit)	OT 732 (0.5 unit)
OT 712 (0.5 unit)	OT 720 (1.0 unit)	OT 738 (0.5 unit)
OT 740 (0.5 unit)	OT 724 (1.0 unit)	OT 742 (0.5 unit)
OT 750 (0 unit)**	OT 741 (0.5 unit)	OT 752 (0.5 unit)**
	OT 751 (0 unit)**	OT 755 (1.0 unit)

*The DrOT Program typically starts in the fall with an occasional summer start. If the program starts in the summer, the course sequence will be adjusted.

** OT 750 and 751 may be taken in Summer, Fall, or Spring Term, as long as (i) 750 is taken prior to or concurrently with 751, and (ii) 751 is taken prior to or concurrently with 752.

Note: Based on enrollment, the Program may start in either the summer or fall terms. The course sequence may shift slightly depending on the term in which the program begins.

Occupational Therapy Course Offerings

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

605 Functional Anatomy of the Limbs and Trunk Essential gross anatomy of the musculo-skeletal systems of the limbs and trunk, including peripheral nerves and vascular structures, is studied as a basis for understanding and analyzing human functional movement. Biomechanical principles of human motion are studied, as well as kinesiology analysis of movement. Introduction to goniometry (ROM-range of motion measurement) and manual muscle testing (MMT) are also covered. *Prerequisite: admission to the School of Occupational Therapy.*

610 Fundamentals of the Occupational Therapy Process This course provides students with an overall understanding of the occupational therapy (OT) process, as well as fundamental knowledge and skills for professional practice. These skills include developing therapeutic use of self, applying measurement principles to assessment, learning the types of professional reasoning, demonstrating case-based documentation skills, maintaining confidentiality, using universal precautions, understanding healthcare policies that impact OT practice, appreciating the role of inter-professional teams, developing general professional behaviors and a professional development plan, and applying ethical principles to practice. *Prerequisite: admission to the School of Occupational Therapy.*

612 Neuroscience for Occupational Therapy This foundation course is designed to introduce occupational therapy students to the basic and applied principles of the human nervous system in terms of development, gross and microscopic structure, neurophysiology, basic functions and the integration of these functions into motor activity and cognitive/affective behavior. This anatomical/functional relationship foundation will provide the basis for understanding of consequences of selected congenital anomalies, behavioral disorders, and disease and injury of the neuraxis. Introduction to tactile sensory testing is included. The overall organizing principle of this course is based in linking structure - function - dysfunction for the major regions and systems of the nervous system. The content is focused in such a way as to emphasize an occupational therapist's need to understand neurological principles from three major perspectives; developmental, sensori-motor and cognitive/affective. *It is not the intent of this course to provide a comprehensive review of clinical conditions, assessment procedures or treatment protocols. Those topics are covered in other courses. Prerequisite: OT 605.*

615 Occupations Across the Lifespan This course examines participation in occupation as an organizing force throughout the life span and as a key determinant of health. The course also provides an overview of scientific, sociocultural, economic, and political factors that impact the practice of occupational therapy in a changing health care environment. The course emphasizes foundational skills and knowledge concerning the nature of occupation and ways that occupational performance is affected by individual and environmental contextual factors. Course topics include the following: perspective consciousness, sociocultural awareness, the World Health Organization Model for viewing function and dysfunction, and the occupational therapy process in conjunction with the Occupational Therapy Practice Framework. Students collaborate in problem-solving activities with classmates in and outside of class in

order to address the impact of disability and dysfunction on occupational performance and participation. *Prerequisite: admission to the School of Occupational Therapy.*

621 Gerontological Concepts 0.5 unit This course addresses issues in human aging that are relevant to occupational therapists. Theories of aging are reviewed and attitudes explored. Physical and psychosocial age-related changes are identified, special topics related to care in gerontology including aging in place and care at the end of life, and the therapist's role in assessment and intervention, as it is unique to geriatric practice, is discussed. *Prerequisites: OT 605, 612, 643, 644, and 645.*

622 Occupational Performance Adaptations I 0.5 unit The Occupational Performance Adaptation series (I, II, & III) is designed to provide students with the knowledge and skills to use a "modify/adapt" intervention approach to meet occupational performance needs of individuals and populations with varied disabilities in diverse practice settings. Occupational Performance Adaptation I introduces students to the fundamental skills of activity analysis, adaptation, and instruction. Students then apply these skills to a wide range of activities of daily living (ADL) and instrumental ADL (IADL) tasks to develop intervention plans that promote participation in these areas. Students will also learn to evaluate ADL and IADL with a focus on measurement and analysis of the person-task-environment transaction of clients (individuals and populations) with varied impairments, ages, and backgrounds. *Prerequisite: admission to the School of Occupational Therapy.*

623 Occupational Performance Adaptations II 0.5 unit The second course in the Occupational Performance Adaptations series continues to prepare students to analyze the person-task-environment interaction of individuals with various disabilities and impairments, and formulate appropriate interventions to promote functional independence in with a focus on wheelchair seating/positioning and mobility; work, including ergonomics; and sleep/rest. Students will discuss Title I of the ADA related to employment access and reasonable accommodations. *Prerequisite: OT 622.*

624 Occupational Performance Adaptations III 0.5 unit The third and final course in the Occupational Performance Adaptations series continues to prepare students to analyze the person-task-environment interaction of individuals with various disabilities and impairments, using a modify-adapt approach. Students will formulate appropriate interventions including adaptive devices to promote functional independence in activities of daily living, community mobility, driving, education, communication and play, leisure & social participation, and incorporation of technological adaptations across the lifespan. In addition, students will discuss the ADA related to each area and the potential impact on participation. *Prerequisites: OT 623, 645, and 646.*

634 Research and Evidence in Clinical Practice This course provides students with the knowledge and skills to evaluate, critique, synthesize, conduct, and present research in occupational therapy. Students examine the historical, theoretical, and contemporary context of occupational therapy research, the major types of applicable research, issues of research design and sampling, and principles of descriptive and inferential statistics commonly used in professional research. Students learn how to perform a systematic review of the literature on a given topic and make a comprehensive evidence appraisal. *Prerequisite: OT 610.*

635 Evidence Based Practice I 0.5 unit This two-semester project requires students working in teams to collaborate with practicing therapists in performing a research translation project. In this first part students use a practice-based intervention question and then appraise

published research evidence on the topic and recommendations for practice. *Prerequisite: OT 634.*

636 Evidence Based Practice II 0.5 unit In this second part of the EBP Project students follow up on the responses of practitioners to the delivery of their evidence review from OT 635. Students explore the integration of the research evidence summary to a professional practice setting. The course culminates in a presentation by student teams to the campus and wider community on the entire project. *Prerequisites: OT 634 and 635.*

643 Biomechanical Approaches in Occupational Therapy This course covers occupational therapy for clients throughout the lifespan with occupational performance deficits that can be remediated through the use of a biomechanical approach to treatment, primarily musculoskeletal and medical disorders. The course begins with general approaches to the evaluation of strength, range of motion, sensation, endurance, fatigue, edema, and pain. Building on this foundation, students learn about a range of common medical conditions and explore the relationships among specific trauma/disease processes (pathology), client factors (impairments) and the resulting limitations in occupational performance (disability). Students apply the occupational therapy process using a biomechanical approach to meet the needs of clients with specific physical dysfunction through developing skills in the use of sound clinical evaluation with valid assessment techniques and the selection and application of appropriate treatment modalities. Special considerations for using a biomechanical approach including occupational therapy with children and youth will be addressed in the seminar attached to this course. *Prerequisites: OT 605, 610, 615, and 622. Co-requisite: OT 612.*

644 Occupational Therapy for Mental Health The purpose of this course is to increase the student's knowledge of mental disorders, frames of reference for treatment, activity analysis in mental health activity interventions, and generally the occupational therapy processes in mental health or psychosocial interventions across the life-span. Further, it is designed to sensitize students to issues surrounding psychiatry and its place in American society and in the world. The American Occupational Therapy Association and the AOTA Mental Health Special Interest Section have made it part of their agenda to collaborate with mental health consumer groups in improving the delivery of respectful services for psychosocial rehabilitation and recovery, and thus the recovery model is a focus for this course. *Prerequisites: OT 605 and 622. Co-requisite: OT 612.*

645 Occupational Therapy for Adults with Neurological Dysfunction This course covers occupational therapy evaluation and treatment of a sample of those disorders and traumatic conditions that result from damage to or dysfunction of the central nervous system above the spinal cord level. Such disorders and conditions include but are not limited to upper motor neuron lesions through disease or trauma and complex central nervous system degenerative pathologies. Information in the course itself is sequenced to enhance mastery of complex material. The clinical presentations and medical management of cerebrovascular accident (CVA) are discussed first. (This is one of the most common adult physical diagnoses treated by occupational therapists.) This disorder is re-visited several times, each time adding layers of complexity. Students focus first on the motor impairments of CVA, then the sensory and perceptual aspects of the same condition, then the cognitive. Special problems that result from multiple impairments are discussed after this foundation is laid and the list of disabling conditions is expanded to include traumatic brain injury and neurodegenerative disorders. Then students solve complex clinical problems applying all that has been

learned. *Prerequisites:* OT 612, 622, and 643.

646 Occupational Therapy for Infants, Children, and Youth The domain and process of occupational therapy services for infants, children and adolescents will be discussed and explored with an emphasis on theoretical foundations to pediatric practice, diagnosis, evaluation and intervention planning. Intervention implementation is discussed but will be addressed in greater depth during the spring semester as part of the, Field Work I, pediatric clinic. Course content during the fall includes typical and atypical development in children from birth to 18 years of age with an emphasis on functional performance and developmentally appropriate practice. Current research, issues and trends in different pediatric settings including neonatal intensive care units, early intervention programs, preschool and school programs, outpatient clinics, and pediatric rehabilitation facilities are discussed. Students learn about childhood occupations and the functional implications of various pediatric diagnoses, as well as important sociocultural and ethical issues when working with children and adolescents and their families. Classroom experiences promote essential critical thinking and clinical reasoning abilities in order to develop assessment and intervention plans for children and adolescents with various diagnoses. Given the complexity and uniqueness of child and adolescent development as well as working with families, this course is taught with the explicit goal of helping students develop information literacy skills that will support them as they go out in the community to work as occupational therapists. Additionally, each week in seminar, students refine their ability to critique research articles and discuss theoretical and current issues related to pediatric occupational therapy. *Prerequisite:* OT 612, 622, 643, and 644.

651 Experiential Learning in Context I No credit In this course, students complete 12 hours of observation/collaboration in an assigned Level I Fieldwork setting with an occupational therapist or at an emerging practice site. Pass/fail grading only. *Prerequisite:* admission to the *School of Occupational Therapy*.

652 Experiential Learning in Context II In-progress pass/fail grading required. In this course, students complete a minimum of 20 hours of observation/collaboration in a setting that provides professional development experience relevant to occupational therapy practice and/or with the populations served by occupational therapists. Experiential learning is designed to help students develop meaningful connections between course content and communities of practice to promote students' enculturation into the profession, including ways of knowing consistent with occupational therapy practice. The experience/setting will be mutually agreed upon by the student and the coordinator of the experiential learning opportunities. Pass/fail grading only. *Prerequisite:* OT 651.

653 Experiential Learning in Context III In-progress pass/fail grading required. In this course, students complete 20 hours of observation/collaboration in a clinical setting or some other experience specific to occupational therapy in order to further develop their understanding of occupation, the role of the occupational therapist and clinical/professional reasoning. The experience/setting will be mutually agreed upon by the student and the coordinator of the experiential learning opportunities. Pass/fail grading only. *Prerequisite:* OT 651.

654 Experiential Learning in Context IV In-progress pass/fail grading required. In this course, students complete 20 hours of observation/collaboration in a clinical setting or some other experience specific to occupational therapy in order to further develop their understanding of occupation, the role of the occupational therapist and clinical/professional reasoning. The experience/setting will be mutually agreed upon by

the student and the coordinator of the experiential learning opportunities. Pass/fail grading only. *Prerequisite:* OT 651.

658 Healthcare Management Fundamental aspects of health care administration, management, program development, health literacy, and telehealth are studied. Course content includes: features of program development (needs assessment, outcome measures relevant to program development); basic information regarding financing and reimbursement of health services; human and technological resources for telehealth and health literacy; social and global health issues; understanding personal leadership style and preference, and basic requirements for management and supervision for occupational therapy services. Students examine the origins, evolution and trends in the organization and delivery of health services in the U.S. and consider the international trends related to global health concerns. *Prerequisites:* OT 610, 615, 623, 634, 643, 644, and 645.

660 Mental Health Clinic 0.5 unit The mental health clinical experience provides you with opportunities designed to assist you in transitioning from the role of student to that of therapist. This experience will allow the student to better understand the domain of occupational therapy in mental health and engage in the occupational therapy process in various practice setting. *Prerequisite:* OT 644.

661 Applied Clinical Treatment and Management This course provides a capstone authentic learning experience for students in the School of Occupational Therapy. In this course, students gain practical experience by working with both an adult and pediatric client in the Puget Sound Occupational Therapy teaching clinics. Students apply concepts learned in treatment courses to evaluation and intervention plans for their clients while working under the direction of clinical educators who are master clinicians. A weekly seminar course, in which students explore current issues in the planning, organization, and delivery of health care services, supports this course. Seminar activities are highly experiential in nature. Students participate in active collaborative learning activities that promote an understanding of applying the materials of previous courses to their on-site clinic clients. Activities will enhance both foundational knowledge and the critical thinking skills necessary for professional growth and success. *Prerequisites:* OT 605, 610, 612, 615, 622, 623, 634, 635, 643, 644, 645, 646, 651, 652, 653, and 660.

Note: To participate in OT 670, OT 675, or OT 676, an entry-level student must have successfully completed the required 14.5 units of OT coursework and have the approval of the Director of the School of Occupational Therapy.

670 Fieldwork Experience II No credit A minimum of two 12-week fulltime fieldwork placements within a medical center or other agency with guided experience in client evaluation and treatment. Pass/fail grading only. May be repeated. Fee required. *Prerequisite:* successful completion of all academic coursework with satisfactory grade point average and approval of the OT Program Director.

675 Fieldwork Experience (Pediatrics) (optional) 0-2 units A minimum of 10-12 weeks fulltime experience in a community agency, hospital setting, or public school, with guided experience in evaluation and treatment of children. Non-credit students may take this course on a pass/fail grading basis only. Fee required. *Prerequisite:* successful completion of all academic coursework with satisfactory grade point average and approval of the OT Program Director.

676 Fieldwork Experience (Specialty Area) (optional) No credit Fulltime experience of 8-12 weeks, to be served in such specialty areas as hand therapy, home health, or burns treatment. Pass/fail grading

only. Fee required. *Prerequisite: successful completion of all academic coursework with satisfactory grade point average and approval of the OT Program Director.*

695/696 Independent Study Credit variable up to 2 units maximum.

700 Professional Craft Knowledge and Expertise Development

Continued expertise development results in refinement of one's professional craft knowledge and professional practice. Within this course, students learn about advanced knowledge and practice in occupational therapy by reflecting on, discussing and analyzing how occupational therapists know what they know (professional craft knowledge), knowledge and expertise development, and the conceptual foundations of occupational therapy in order to further develop their skills as an advanced healthcare professional. Using Occupational Therapy Practice Framework and the Centennial Vision to frame the discussion, this course emphasizes the complexities of conscience and judicious integration of occupational therapy models and theories into practice. Through greater familiarity with information resources and guided principles of continuous improvement of clinical expertise, professional sophistication is advanced. Students have opportunities to apply what they learning to a specific practice setting and/or population and their roles as an occupational therapist. *Prerequisite: admission into the DrOT program.*

712 Leadership in Healthcare 0.5 unit Professional Leadership in occupational therapy focuses on the application of theory and evidence in administrative, managerial and educational leadership to specific career goals. In this course, students learn about different theories and models of leadership. Opportunities to examine the roles and functions of leaders in a variety of types of organizations as well as apply specific theories, models and strategies of problem solving, change management and quality improvement in across settings is discussed. Students explore their own leadership style and develop/continue to build their professional portfolio. *Prerequisite: admission into the DrOT program.*

713 Management in Healthcare 0.5 unit Management in occupational therapy builds on the content learned in the professional leadership class (OT712). Students will learn systems theory specific to managing a project and/or department. Different management styles will be explored and then applied to the students' own practice and life goals. Finally, they will examine types of change management and quality improvement in occupational therapy settings. *Prerequisite: completion of first semester DrOT courses.*

720 Teaching and Learning Across Contexts This course provides students with advanced knowledge and skills in teaching and learning for multiple settings and roles in which an occupational therapist educates or mentors clients, students, or staff. The course begins with adult learning theory that students then apply to patient/client education (both individuals and groups), teaching occupational therapy students in academic and fieldwork settings, developing continuing education programs, and mentoring/teaching staff in clinical settings. Students engage in authentic teaching and learning experiences, consistent with their plan of study and program goals. *Prerequisite: completion of first semester DrOT courses.*

724 Occupational Therapy for Populations and Health Promotion

This course prepares clinicians to be leaders in the area of occupational therapy health promotion interventions across the lifespan at a population level. Students explore the philosophical base to support occupational therapists' participation in interventions focused on health promotion and the distinctive perspective the profession brings to chronic

disease management and fostering lifestyle behaviors that are health promoting across the lifespan. As part of this course, students are prepared to design and implement interventions in areas such as healthy technology use, obesity prevention, fall prevention, healthy aging in place, injury prevention, self-management for chronic diseases, and caregiver support programs. *Prerequisite: completion of first semester DrOT courses.*

732 Ethics in Healthcare 0.5 unit In this course, students explore advanced ethical decision-making to support effective service delivery across occupational therapy settings and populations. This is done by first discussing morality and ethics and then by exploring ethics within a caring response. Students then review and analyze ethical theories and approaches. Students use case studies, debates and real-life scenarios from current work settings to apply a six-step process to ethical decision-making. Opportunities to explore and discuss complex ethical issues within professional relationships and across healthcare settings are provided. *Prerequisite: completion of first semester DrOT courses.*

738 Emerging Practice in Occupational Therapy 0.5 unit Opportunities for developing emerging practice areas in occupational therapy are limitless. Students learn how occupation focused practice can be applied to a wide variety of settings and circumstances in order to improve the health and well-being of a diverse range of people. Through the use of policy, societal initiatives and current research, students will look to the future to develop a vision for role emerging opportunities in occupational therapy. As part of this course each student will complete an in-depth exploration of 2-3 of emerging practice areas. *Prerequisite: completion of first semester DrOT courses.*

740 Doctoral Thesis I 0.5 unit This course is the first in a series in which students design and implement an original research or program development project. Students identify an area for in-depth consideration, either through research or program development, within occupational therapy; outline the need for focused attention on this area; and develop a proposal for project implementation. *Prerequisite: admission into the DrOT program.*

741 Doctoral Thesis II 0.5 unit This course is the second in a series in which students design and implement an original research or program development project. Students further refine their proposal and begin to implement their project. *Prerequisite: successful completion of OT 740.*

742 Doctoral Thesis III 0.5 unit This course is the final in a series in which students design and implement an original research or program development project. Students complete their project including writing a professional paper. The course culminates in a presentation by the student to the campus and wider community on the entire project. *Prerequisites: OT 740 and 741.*

750 Residency Through Experiential Learning I No credit In this course, students complete a minimum of 20 hours of work in a clinical setting or some other setting that provides professional development experience specifically relevant to his/her course of study. Experiential learning opportunities are designed to help students develop meaningful connections between their course of study and communities of practice to promote students' advanced knowledge and application of occupational therapy practice in order to further refine their professional craft knowledge. The experience/setting will be mutually agreed upon by the student and their advisor and the coordinator of the experiential learning. *Pass/fail grading only. Prerequisite: admission into the DrOT program.*

751 Residency Through Experiential Learning II No credit In this course, students complete a minimum of 20 hours of work in a clinical

setting or some other setting that provides professional development experience specifically relevant to his/her course of study. Experiential learning opportunities are designed to help students develop meaningful connections between their course of study and communities of practice to promote students' advanced knowledge and application of occupational therapy practice in order to further refine their professional craft knowledge. The experience/setting will be mutually agreed upon by the student and their advisor and the coordinator of the experiential learning. *Pass/fail grading only. Prerequisite: admission to the DrOT program.*

752 Residency Through Experiential Learning III 0.5 unit In this course, students complete a minimum of 20 hours of work in a clinical setting or some other setting that provides professional development experience specifically relevant to his/her course of study. Experiential learning opportunities are designed to help students develop meaningful connections between their course of study and communities of practice to promote students' advanced knowledge and application of occupational therapy practice in order to further refine their professional craft knowledge. The experience/setting will be mutually agreed upon by the student and their advisor and the coordinator of the experiential learning. *Pass/fail grading only. Prerequisite: OT 750.*

755 Understanding the System: Policy and Advocacy This course advances knowledge in the areas of policy and advocacy that affect occupational therapy services across practice areas. Some issues from earlier coursework, such as in leadership and management are revisited. However, in this course, students discover how and why these issues are formed and how and why they change over time. Students reflect upon their own practice and explore and discuss how occupational therapists can influence these systems issues across settings. This knowledge is then applied to a practice setting in order to further develop expertise. *Prerequisite: OT 700, 712, 720, 732 and 738.*

PHILOSOPHY

Professor: William Beardsley; Justin Tiehen, *Chair*; Ariela Tubert (on leave spring 2020)

Associate Professor: Shen-yi Liao;

Assistant Professor: Sara Protasi

About the Department

Philosophy is the systematic consideration of timeless and timely questions of human concern. *What is it to be human? What is real? How should we live? What can we know?* Such timeless philosophical questions have not only generated the academic disciplines that comprise a liberal arts education, but continue to interrogate and inform their intellectual foundations. *How does race structure social reality? How does gender influence the transmission of knowledge? What is our moral responsibility toward future generations impacted by climate change? Could a machine think?* Such timely philosophical questions apply the same systematicity to conditions that confront us today so that we can better understand what the world is, who we are, and what we should do.

The timeless and timely questions of philosophy can be very roughly divided into two categories. Questions regarding knowledge and reality systematically consider the relation between ourselves and the world. Questions within value theory systematically consider what matters to us and how values inform our judgments, feelings, actions, and relationships. Finally, the study of history and traditions of philosophy reveals responses to these questions across cultures and eras. The pursuit

of philosophy allows us to consider timeless and timely questions of human concern so that we can better provide answers to them for our place and our time.

The Philosophy Department strives to introduce students to influential historical and vibrant contemporary philosophical work. In so doing the Department stresses certain intellectual values traditionally associated with the discipline: breadth of outlook, rigorous argument, imagination, consistency, systematicity, and the dialectical interplay of different minds. It thereby contributes to the liberal arts education of all students taking its courses, helping students better understand how the world is, who they are, and what they should do. At the same time, it provides majors with the basis for graduate study in philosophy as well as related fields, such as linguistics, psychology, politics, and religion. The Department also provides its majors with a springboard for training in a variety of professional fields, such as law, bioethics, environmental policy, education, social work, technology, international affairs, and business.

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;
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. The ability to construct sustained arguments and analyze and criticize the arguments of others;
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, technology, 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.

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. At least ten units in Philosophy, excluding courses numbered 480 or above. At most two of these ten units can be satisfied with courses numbered 199 or below.
2. Level Requirements:
 - A. *Intermediate Level.* Three of the following courses: 210 Ancient Greek Philosophy; 220 17th and 18th Century Philosophy; 230 Philosophy of Mind; 240 Formal Logic; 250 Moral Philosophy.
 - B. *Advanced Level.* At least four courses numbered 300–399. At least two of these four courses must be completed on campus.
 - C. *Specialist Level.* At least one of the following courses: 410 Topics in History and Traditions; 430 Topics in Knowledge and Reality; 450 Topics in Value Theory.
Note: Students can take one additional course at the Specialist Level (numbered 410-450) in lieu of one course at the Advanced Level (numbered 300-399).
3. Area Requirements:
 - A. *History and Traditions.* At least two of the following courses: 210 Ancient Philosophy; 220 17th and 18th Century Philosophy; 310 Aristotle; 311 Classical Chinese Philosophy; 312 Latin American Philosophy; 320 British Empiricism; 323 Kant; 325 19th Century Philosophy.
 - B. *Knowledge and Reality.* At least two of the following courses: 230 Philosophy of Mind; 240 Logic; 330 Epistemology; 331 Metaphysics; 332 Philosophy of Science; 333 Philosophy of Emotions; 336 Philosophy of Language.
 - C. *Value Theory.* At least two of the following courses: 250 Moral Philosophy; 285 Environmental Ethics; 292 Bioethics; 350 Metaethics; 353 Philosophy of Film and Performing Arts; 360 Aesthetics; 370 Social and Political Philosophy; 378 Philosophy of Law; 389 Race and Philosophy; 390 Gender and Philosophy.

Requirements for the Minor

A Minor in Philosophy consists of the following:

1. At least five units in Philosophy, excluding courses numbered 480 or above. At most one of these units can be satisfied with a course numbered 199 or below.
2. At least two of the following courses at the **Intermediate** level: 210 Ancient Greek Philosophy; 220 17th and 18th Century Philosophy; 230 Philosophy of Mind; 240 Logic; 250 Moral Philosophy.
3. At least two courses at the Advanced and Specialist levels, numbered 300–479. At least one of these two courses must be completed on campus.

Notes

1. Only two courses may be used simultaneously to satisfy core curriculum and Philosophy major or minor requirements.
2. Intermediate Level requirements should be completed by the end of the junior year.
3. 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” in this Bulletin.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum* section of this Bulletin for course descriptions (page 10).

SSI1/SSI2 111 Life, Death, and Meaning

SSI1/SSI2 128 The Philosophy and Science of Human Nature

SSI1/SSI2 146 The Good Life

Other courses offered by Philosophy Department faculty

CONN 393 The Cognitive Foundations of Morality and Religion

Satisfies the Connections core requirement.

LAS 399 Latin American Travel Seminar

Satisfies the Connections core requirement.

STS 333 Evolution and Ethics

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 contemporary philosophers and figures in the history of philosophy. *Satisfies the Humanistic Approaches core requirement.*

102 Freedom and the Self This course covers a range of philosophical problems centering on issues of personhood and rational agency. Readings are drawn from both classic and contemporary sources and address such topics as freedom of the will, personal identity, knowledge of the self, weakness of will and self-deception. *Offered frequently.*

103 Philosophy of Religion The course assesses the reasonableness of various forms of religious belief and of irreligion. Noted historical and contemporary authors are read. Students attempt to develop personal views on the truth of religion and its place in life. *Offered occasionally.*

104 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.*

105 Neuroethics and Human Enhancement This course examines the ethical, political, and philosophical questions raised by some of the new forms of human enhancement made available by breakthroughs in science and technology, from fields like neuroscience and genetic engineering. For example: Should parents be allowed to use genetic screening or modification to create “designer children,” either for the purpose of avoiding diseases and other ailments or to select desired traits such as their child’s intelligence, athletic ability, or good looks? Should we pursue immortality or, failing that, radically extended lifespans? Is there any important ethical difference between artificial and natural intelligence, and will the former soon surpass the latter? What justification is there, if any, for regarding the use of steroids in athletics as a form of cheating while regarding the use of weight training regimens as fair game? Is the goal of human enhancement compatible with the pursuit of social equality? What constitutes the self, as opposed to the tools or pieces of technology that a self uses? *Offered frequently.*

106 Language, Knowledge, and Power This course investigates the ways in which power relations—such as racism, sexism, and ableism—structure two significant areas of individual and collective behavior: language and knowledge. It shows the necessity of philosophy in crit-

ical engagement with the world by connecting social phenomena with social scientific theories. It also shows philosophy's strength in making fundamental inquiries and bridging academic disciplines by drawing on diverse types of empirical evidence. *Satisfies Social Scientific Approaches core requirement. Satisfies Knowledge, Identity, and Power graduation requirement.*

210 Ancient Greek Philosophy A survey of the origins of Western philosophy in Ancient Greece, beginning with the Presocratics and covering Socrates, Plato, Aristotle, and Hellenistic philosophy. In this course students are introduced to the answers some of the most influential ancient philosophers have given to the question: "How can we be happy?" In addition to learning what these philosophers thought, students are stimulated to think about these questions from their own modern perspective, and reflect on the extent to which their modern viewpoint differs. Finally, but not least importantly, students learn to read and interpret texts that were written millennia ago. In the process, they encounter argumentative techniques that are still as current as the theses defended through them. *Satisfies the Humanistic Approaches core requirement.*

220 17th- and 18th-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 worldview 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.

230 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.

240 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. *Satisfies the Mathematical Approaches core requirement.*

250 Moral Philosophy This course examines a number of ethical theories - theories attempting to provide a systematic account of our beliefs about what is right and wrong, good and bad. The course examines a range of answers to questions like the following: What makes for a good life? What, if anything, is of value? What does morality require? Should we care about moral requirements and, if so, why? 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.

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.*

292 Basics of Bioethics This course is an examination of Western philosophical understandings of moral issues brought on by advances in health care, science and technology. In this course, students will learn the "Principles approach" to bioethics, as well as other ethical approaches to the difficult moral issues raised by contemporary medical science and its clinical applications. *Cross-listed as BIOE 292. Students may not receive credit for both BIOE/PHIL 292 and BIOE/REL 292. Offered frequently.*

310 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. *Offered frequently.*

311 Classical Chinese Philosophy This course introduces students to influential philosophical questions in early Chinese thought, such as ones concerning human nature and living the good life. And it exposes students to the philosophical ideas of thinkers such as Kongzi (Confucius), Laozi (the fictitious author of Daodejing), Mozi, Zhuangzi, Mengzi (Mencius), Xunzi, and Han Feizi. It is both a course in history of philosophy and a course in comparative philosophy. Hence, students are expected to both develop skills for making historically-informed interpretations of these thinkers' responses to the influential philosophical questions, and to consider their ideas' relevance to practical and philosophical discourses today. (This course does not assume any background in philosophy or in Sinitic languages.) *Offered frequently.*

312 Latin American Philosophy This course introduces students to philosophy in Latin America – broadly construed to include Indigenous philosophy and Latinx philosophy in the United States. The course is especially focused on issues of identity in Latin American Philosophy, to include: 1) Latin American philosophers' self-conscious discussion about whether there is such a thing as a Latin American Philosophy; 2) alternative conceptions of self, other, and community in selected indigenous conceptions of the world; 3) issues of gender, race, and identity in Latin American anti-colonial and independence philosophy, liberation philosophy, and Latinx philosophy in the United States.

320 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. *Offered occasionally.*

323 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. *Offered occasionally.*

325 19th-Century Philosophy This course is an introduction to philosophical systems of Hegel, Feuerbach, Marx, J.S. Mill, Kierkegaard, and Nietzsche. Topics include the nature of history and historical change, the extent of human freedom, the relation between individuals and their cultures, the historical and psychological importance of religious, moral, and philosophical consciousness, and the nature of truth. *Offered frequently.*

330 Epistemology Epistemology, otherwise known as the theory of knowledge, addresses issues about the nature of knowledge, justification, and truth, issues that arise from questions such as “How do you know?” and “Can you be sure?” It has been an especially lively area of philosophy in English in recent decades; many currents in the humanities appeal to epistemological notions—such currents as post-modernism, relativism, social constructionism, feminism, and situated knowing. This course answers both developments. It introduces such disciplinary concerns as foundationalism, virtue epistemology, internalism and externalism, naturalism, reliabilism, and the Gettier problem. It also engages such wider concerns as relativism about truth and reason and the role of social institutions and social structures, power and privilege, in constituting knowledge. *Offered frequently.*

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. *Offered frequently.*

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 frequently.*

333 Philosophy of Emotions Anger, fear, joy, sadness, disgust, surprise, envy, pride, jealousy, love, grief... without emotions our experience of the world would be flat and grey, void of the upheavals, accelerations, and turns that make the journey of life so exciting. But what are emotions? What kind of mental state are they? Are there universal emotions, or are all emotions culturally-relative? What does it mean to feel fear—as opposed to think—that something is scary? How can we know that someone is envious? Is disgust always bad? Can joy be inappropriate? In this course students explore these and many other questions concerning the metaphysics, epistemology, phenomenology, value, and rationality of emotions. Readings are drawn from a variety of sources: classical philosophical texts, contemporary articles in philosophy and psychology, popular culture, and literature. *Offered frequently.*

336 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. *Offered occasionally.*

350 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)? What is the relationship between freedom and moral responsibility? Readings are drawn primarily from contemporary authors. *Offered frequently.*

353 Philosophy of Film and Performing Arts This course surveys some of the fundamental philosophical questions that arise from the performing arts in general, and cinema in particular. What is a film? What does it have in common and how does it differ from other performing arts? How do these in turn differ from the other arts? What challenges do they pose to the traditional understanding of art? How do cinema and television differ? Other topics covered may include: the problem of identifying authorship in a collective enterprise such as a film or a theater production; the reasons and nature of our emotional engagement with movies or plays; the relation between film and society. *Offered frequently.*

360 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 occasionally.*

370 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 occasionally.*

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 frequently.*

389 Race and Philosophy The construct of race is omnipresent in the way people think, the way society is structured, and even in the materials that people use. Despite its omnipresence, race remains difficult to discuss, if it is discussed at all, because of its theoretical complexity, contested social history, and emotional triggers. This course challenges students to engage in courageous conversations about the nature of race and its relations to mind, language, and aesthetics. Students will confront difficult questions such as: What is race? How does race influence human cognition? How does race structure human communication? How does race shape human aesthetic preferences and artistic endeavors? Students use tools developed in different areas of philosophy and its cognate disciplines to construct answers to these difficult questions about race. At the same time, students learn that these difficult questions about race can challenge and extend common conceptions of analytic philosophy. *Satisfies the Knowledge, Identity and Power graduation requirement. Offered frequently.*

390 Gender and Philosophy This course is a study of a number of philosophical and political questions related to gender and with the relation between these two types of questions. The course will be concerned first, with metaphysical issues concerning gender: What is gender? How many genders are there? Is there an essence of womanhood or manhood that goes beyond certain physical characteristics? Are 'woman' and 'man' purely natural categories or are they to some extent socially constructed? Is gender a social/political concept? Second, with epistemological issues that relate to gender difference: Do women, for example, see the world differently from men? What kind of implications does this have for scientific and philosophical knowledge? Are there, for example, specifically female ways of thinking or reasoning? If so, to what extent are they marginalized? Do gender related values or political aims affect scientific knowledge? Finally, with ethical issues related to gender: What is gender oppression? What is sexism and heterosexism? Granted that everyone has an equal right to flourishing regardless of gender, is a woman's flourishing, for example, 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 or those who don't conform to gender norms living in other cultures are oppressed? *Crosslisted as PG 390. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered occasionally.*

410 Topics in History and Traditions 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: Two courses from PHIL 210, 220, 310, 311, 312, 320, 323, and 325. May be repeated for credit with permission of instructor. Offered frequently.*

430 Topics in Knowledge and Reality 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: Two courses from PHIL 230, 240, 330, 331, 332, 333, and 336. May be repeated for credit with permission of instructor. Offered frequently.*

450 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: Two courses from PHIL 250, 285, 292, 350, 353, 360, 370, 378, 389, and 390. May be repeated for credit with permission of instructor. Offered frequently.*

499 Ethics Bowl 0.25 activity unit This course provides students with a unique opportunity to practice applying ethical theories to controversial ethical problems. An Ethics Bowl is a collaborative yet competitive event in which teams analyze a series of wide-ranging ethical dilemmas. Throughout the semester, students research and discuss case studies dealing with complex ethical issues in a number of practical contexts and possibly compete in an Ethics Bowl. Cases concern ethical problems on wide ranging topics, such as personal relationships (e.g. dating, friendship), professional ethics (e.g. cases in engineering, law, medicine), social and political ethics (e.g. free speech, gun control, health care, discrimination), technology (e.g. autonomous cars, carebots), and global issues (e.g. the impact of globalization, global warming, biodiversity). *Pass/fail grading only.*

PHYSICAL EDUCATION

Director of Physical Education, Intercollegiate Athletics and Recreation:
Amy Hackett

Activities Instructors and Varsity Sport Coaches: Michael Adams, Aaron Benson, Jomarie Carlson, Robert Clements, Liz Daly, Jeffrey Daniel, Kaiti Dewhirst, Todd Erwin, Tiffany Fields, Reggie Frederick, Jennifer Grasso, Jeff Halstead, Atrell House, Sue Hubbell, Jayden Johnston, Craig Kennedy, Sunil Kukreja, Casey Kushiyama, Lyle Maines, Mark Massey, Elyn Moss, Chris Myhre, Reece Olney, Mike Orechia, Kayla Reeves, Michael Rice, Aubrey Shelton, Matthew Simons, Renata Stecz, Kellyn Tate, Jeff Thomas, Joe Vari.

About the Programs

The Physical Education program offers Puget Sound students 45 different activity courses including fitness, recreational activities, sports skills, dance, and varsity sports. 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)
 - 102 Football (men)
 - 103A Soccer (men)
 - 103B Soccer (women)

- 104 Volleyball (women)
- 108 Baseball (men)
- 109 Softball (women)
- 110 Crew (men and women)
- 111 Golf (men and women)
- 112 Tennis (men and women)
- 113 Track (men and women)
- 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 generally 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. Offered Spring semester only.

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/Racquetball 0.25 activity unit This course is designed as a comprehensive overview of the fundamentals of badminton, pickleball and racquetball 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. Students must provide their own racquets (racquetball only). *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.*

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 every other year.*

158 Swim for Fitness 0.25 activity unit This course is intended to develop technical stroke skill and proper methods of swim stroke mechanics, toward application of a successful exercise routine. Student skill level should include the ability to swim at least four lengths of the pool without stopping. Knowledge and skill in both freestyle and backstroke desired, but not required. Students must be comfortable swimming in deep water.

159 Lifeguard Training 0.25 activity unit Lifesaving techniques lead-

ing 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 Spring term every other year.*

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.

167 Beginning Badminton .25 activity unit Introduction to the fundamental skills, rules and terminology of badminton.

170 Zumba Fitness 0.25 activity unit Zumba® is a Latin inspired, dance-fitness class that incorporates Latin and International music and dance movements, which create a dynamic, exciting, and effective fitness system. Zumba integrates some of the basic principles of aerobic, interval and effective fitness resistance training to maximize caloric output, cardiovascular benefits, and total body toning. Zumba provides a vibrant non-intimidating opportunity for dancers and non-dancers to participate in a group aerobic class. No dancing experience necessary.

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.*

185 Indoor Rowing 0.25 activity unit Students will develop aerobic capacity through a blend of workouts involving the rowing ergometer, running, and the stationary bicycle. Students are instructed how to individualize a periodized training regimen based on their own fitness goals. Supplemental work to improve core stability and muscular endurance is included as well. *Course offered in second half of fall semester 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.*

188 Step Aerobics/Z Dance Fitness/Toning 0.25 activity unit This course incorporates dance step aerobics and toning exercises to improve total fitness (i.e. cardiovascular endurance, strength, and flexibility) and to provide an understanding of the physiological benefits of safe aerobic exercise.

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.*

PHYSICAL THERAPY

Professor: Roger Allen; Jennifer Hastings

Clinical Professor: Robert Boyles, Danny McMillian, *Program Director*

Associate Professor: Julia Looper

Clinical Associate Professor: Ann Wilson, *Director of Clinical Education*

Clinical Assistant Professor: Holly Roberts, Karin Steere

Selected expert physical therapists from the community are invited to campus to work with students in the on-site campus clinics as well as to augment and enrich the curriculum by presenting specialized information in particular courses.

About the Program

The Physical Therapy program is a post-baccalaureate graduate program leading to a Doctor of Physical Therapy degree (DPT). The program is designed to educate an entry-level physical therapist. That is, the graduate student studies to enter the profession rather than to become a specialist within the profession.

A baccalaureate degree is prerequisite for enrolling in the Doctor of Physical Therapy Program. Diversity of educational background is desirable among potential physical therapists. A broad-based undergraduate education is an integral part of physical therapy education. Any undergraduate degree may lead to the successful study of physical therapy, and undergraduates are encouraged to follow their passion in selecting a major as a strong academic record is required for successful application to the PT program. Student must also demonstrate appropriate mastery of the prerequisite courses by passing each course with a grade of B (3.0) or better.

Complete information on the admission requirements and process can be found on the School of Physical Therapy web page (pugetsound.edu/pt).

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 School of Physical Therapy. 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.

Degree completion requirements for the Doctor of Physical Therapy as well as course offerings and sequence for the DPT are described in the Graduate Programs Bulletin and on the School of Physical Therapy webpage.

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.

General Information

History

The Physical Therapy Program at Puget Sound was established in 1975 with the aid of funds from Public Health Services, Bureau of Health, Education, and Welfare and joined the Occupational Therapy Program (established 1944) to form the School of Occupational Therapy and Physical Therapy. In 2014 the School of Physical Therapy and the School of Occupational Therapy were established as separate entities. The Physical Therapy Program has enjoyed continuous accreditation. Consistent with the guidelines of the American Physical Therapy Association, the program began offering the Master of Physical Therapy degree in 1987, superseded by the Doctor of Physical Therapy in 2001.

Philosophy

Physical therapists function in a health care environment that is dynamic and changing. Indeed, the knowledge base underlying the practice of physical therapy is constantly evolving and growing. The physical therapy student must be grounded in the fundamental knowledge, skills, and attitudes required for the practice of physical therapy. The physical therapy student must also develop a strong foundation for understanding and using methods of discovering knowledge, evaluating new knowledge, and translating it into useful technology and practice. The therapist must understand the behavior of human beings in light of historical, social, and cultural studies. Professionals in any field should have the ability to think logically and analytically, communicate clearly and effectively, and be intellectually autonomous.

The University's Physical Therapy Program embraces the value of written and oral articulation as a means of learning. Writing and oral communication are the foundations of communication in health care and education of the community.

Through written articulation and oral presentation of concepts the student clarifies understanding and learns means of expression that benefit not only the individual but the profession.

Physical therapists must learn to collaborate with other health care professionals to optimize both patient care and critical inquiry. Physical therapy and occupational therapy are closely allied disciplines. The University's two programs, located in the same facility, strive to provide educational experiences so that students in each field will understand and respect the goals and skills of the other, and be prepared to function as independent practitioners collaborating within the health care environment.

Student Body

Each year the School of Physical Therapy admits 36 doctoral degree students. These students come from a variety of backgrounds and educational experiences, from throughout the U.S. and internationally. The Student Physical Therapy Association, as well as the Orthopedic and Neurologic student special interest groups are active on campus.

Accreditation

The Physical Therapy Program at the University of Puget Sound is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, Virginia 22314; telephone: 703-706-3245; email: accreditation@apta.org; website: capteonline.org. Accreditation qualifies the physical therapy graduate to take the National Physical Therapy Licensure Exam (NPTE) administered by the Federation of State Boards of Physical Therapy (FSBPT), fsbpt.org. Upon successful completion of this exam, an individual will be licensed to practice physical therapy in any state. (Note that a felony conviction may affect a graduate's ability to sit for the NPTE and obtain a license to practice physical therapy.)

Statement of Purpose

The mission of the School of Physical Therapy at the University of Puget Sound is to prepare students at the clinical doctoral level for entry into the physical therapy profession. Our presence on a liberal arts campus underscores our belief that the development of clinician scholars is a natural extension of the values of critical analysis, sound judgment, active inquiry, communication, and apt expression. Through a careful blending of rigorous academic work and mentored clinical practice, our program seeks to prepare clinician scholars who are leaders in informed, ethical and professional practice, and community engagement.

Goal 1 Prepare graduates to practice physical therapy in an ethical, safe, and efficacious manner.

Goal 2 Engage in community activities that promote health and prevent illness or disability.

Goal 3 Promote scholarly inquiry and lifelong learning.

Design of Curriculum

The University of Puget Sound Physical Therapy Program embraces the concept that physical therapy embodies scientific and empirical knowledge to explain human motion disorders, and that such knowledge makes physical therapists the appropriate practitioners to develop interventions to restore motion homeostasis, or enhance adaptation to disability based on the results of systematic patient examination. The curriculum is designed to teach the evaluation and intervention skills that are unique to the practice of physical therapy. Students also learn to identify professional boundaries, gain an appreciation of coalition building with other health care providers in order to optimize patient care, and become discerning consumers of the professional literature. Similarly, students develop the capacity for autonomous decision-making in preparation for a professional environment in which information is continually evolving. All courses provide opportunities to develop articulate written and oral communication skills. Graduates will be prepared to function as independent practitioners collaborating within the health care environment.

The professional portion of the program is sequentially integrated. During the first year of academic coursework the student does intensive work in the areas of musculoskeletal anatomy and kinesiology, neurophysiology, cardiopulmonary function, and other foundations of human motor function. Building on this foundation during the second year of study, the student focuses on the theory and foundation, then the techniques of clinical practice. The second-year student applies this new knowledge treating patients in the on-site teaching clinic under close supervision by the program faculty and clinical instructors. In the summer following the second year, the student completes an off-site clinical internship. In fall of the third year, the student takes capstone courses that require integration and critical analysis while treating patients in the on-site teaching clinic, and completes advanced clinical electives in areas of special interest. The final semester of the program is made up entirely of an internship experience, which takes place throughout the western United States. Sequentially integrated, cumulative explorations of critical inquiry, professional writing, and professional communication including instructional methodology are woven through the program.

Physical Therapy Program Student Learning Outcomes

Upon graduation, students are expected to:

1. Think logically, analytically and critically and employ those skills in clinical decision making related to patient management based on current best evidence.
2. Perform comprehensive examinations/evaluations of individuals with physical or movement related disorders and recognize those patients that require consultation or collaboration with other health care professionals.
3. Contribute to a professional working environment by actively engaging in critical inquiry.
4. Contribute to society by engaging in activities that promote health and prevent illness or disability.
5. Adhere to the principles stated in the American Physical Therapy Association Core Values and Code of Ethics in all aspects of physical therapy practice.

DOCTOR OF PHYSICAL THERAPY

The Physical Therapy program leads to the Doctor of Physical Therapy degree. The program prepares candidates for entry-level positions as practicing physical therapists. Physical therapists practice as independent practitioners in the health care environment.

Degree Requirements

Degree requirements are established by the faculty on recommendation from the Director of Graduate Study and the Academic Standards Committee.

1. An undergraduate degree must be cleared and posted to the academic record by the time of enrollment.
2. All courses required for physical therapy must be completed with a grade of C or better. The PT courses are listed below in the course sequence. In addition, students must receive a passing grade for 2 semesters of PT integrated clinical experiences and 2 full time clinical internships.
3. PT integrated clinical experiences require the student to complete the equivalent of 5 1/2 weeks of work in the on-site clinic. PT full-time clinical internships require 32 weeks of work under supervision of licensed physical therapists in clinical facilities that hold an Extended Campus Agreement with the Physical Therapy Program. To be eligible to participate in off-campus internships, students must satisfactorily complete all prerequisite coursework and demonstrate appropriate professional behavior. In addition, the student must undergo annual criminal background checks through Certifiedbackground.com prior to placement in off-campus clinical experiences. Students whose criminal background checks are deemed unsatisfactory may be denied access to clinical experiences in certain clinical facilities. The PT program may also deny a student access to the on-site clinic based on the findings in a criminal background check. Failure to complete the clinical education component of the program will prevent a student from graduating from the program.
4. University of Puget Sound DPT students are required to complete social action/service learning activities and reflections in the first and second years of the PT program.
5. Successful completion of a comprehensive written exam.

Continuation toward a Degree in Physical Therapy

1. Once degree candidacy has been granted, a student is expected to complete all degree requirements within six years. All courses to be counted in the degree must be taken within the six-year period prior to granting the degree.
2. A student is expected to maintain a cumulative grade point average of 3.0 on a 4.0 scale. The Academic Standards Committee reviews the record of a degree candidate who earns a cumulative grade point below 3.0 or who receives a grade of C+ or lower in a course. A maximum of two courses with a grade of C or C+ may be counted toward a degree, subject to School approval. Grades of C-, D+, D, D-, F and WF are failing grades and are not used in meeting graduate degree requirements but are computed in the cumulative grade point average. A candidate falling below a 3.0 will be placed on academic probation. A student will not be approved for Internships I-II while on academic probation. Schedule for Internships taken out of usual timing will be determined by the DCE and will likely result in delayed graduation.

A candidate failing a course may not register for additional work until this course is repeated for a successful grade. All DPT program courses are offered once in an academic year. Failing a

course will therefore result in student being placed on an academic leave of absence for one semester. The student will enroll and repeat the failed course for a grade. The student will be required to pay a per unit tuition and will not be eligible for financial aid during this semester. The student will resume full time coursework in the next semester.

A student will be unable to continue in the program or enroll in Physical Therapy courses if the student receives a failing grade for the second time in a required course; must repeat more than two required courses; violates the standards of ethical practice observed by the academic and clinical educational programs in physical therapy; or violates university policies regarding academic integrity. A student may petition the Academic Standards Committee to appeal this decision.

- In addition, each student must provide his or her own transportation to clinical facilities for clinical experience, pay a fee for PT full time internships, and maintain health insurance, immunization, and a current CPR certificate, and maintain current membership in the APTA for the duration of the PT program.

Course Sequence

Students must be admitted to the Doctor of Physical Therapy Program before taking the following course sequence.

First Year

Fall Term	Spring Term
PT 601 (0.75 unit)	PT 602 (0.75 unit)
PT 605 (1.0 unit)	PT 610 (1.0 unit)
PT 625 (0.75 unit)	PT 635 (0.75 unit)
PT 630 (0.75 unit)	PT 640 (0.75 unit)
PT 633 (0.75 unit)	PT 644 (0.75 unit)

Second Year

Fall Term	Spring Term	Summer Term
PT 641 (1.0 unit)	PT 643 (0.75 unit)	PT 657 (0 unit)
PT 642 (1.0 unit)	PT 646 (0.75 unit)	
PT 650 (0 unit)	PT 647 (1.0 unit)	
PT 653 (1.0 unit)	PT 648 (0.75 unit)	
PT 654 (1.0 unit)	PT 651 (0 unit)	
PT 655 (0.75 unit)		

Third Year

Fall Term	Spring Term
PT 649 (1.0 unit)	PT 687 (0 unit)
PT 660 (0 unit)	
PT 661 (0.75 unit)	
PT 664 (0.75 unit)	
PT 677 (3 sections; 0.50 unit each)	

The courses offered in the Physical Therapy Program must be taken in the above-noted sequence. The Program is designed for full-time enrollment only. All PT courses have as a prerequisite successful completion of all scheduled preceding courses. All PT courses are only offered in the term listed.

Course Offerings

601 Fundamental Skills of Physical Therapy 0.75 units This course introduces the basic skills and procedures that form the foundation of the physical therapy educational program. The course content includes passive range of motion, draping, positioning, and fundamental functional activities such as transfers and ambulation with assistive devices.

This course exposes students to the various roles of the physical therapist as an independent practitioner and in conjunction with other disciplines. The course also introduces the medical documentation and the fundamentals of patient and caregiver teaching in multiple situations, all of which are expanded upon in subsequent courses. Emphasis is placed on the acquisition of the motor and interpersonal skills necessary to perform these procedures and to proficiently train patients and caregivers in the basic skills learned in the course.

602 Measurement Fundamentals of Physical Therapy 0.75 units This course introduces students to the practical and legal issues related to medical documentation and measurement in physical therapy using joint range of motion measurement and manual muscle testing as examples. Emphasis is placed on the acquisition of the motor skills and interpersonal skills necessary to perform these procedures.

605 Clinical Anatomy and Biomechanics for Physical Therapy 1.0 unit An in-depth study of functional anatomy of the limbs and trunk including osteology, arthrology, myology, neurology, angiology, and kinesiology. Biomechanics with application to the analysis of human movement is included. This course is designed to provide knowledge and understanding of the neuromusculoskeletal systems as a foundation for physical therapy treatment of injury or disease.

610 Neuroscience and Functional Neuroanatomy 1.0 unit An intensive study of the human nervous system, including structure and function, as a foundation for understanding neurological dysfunction and rehabilitation.

625 Introduction to Critical Inquiry 0.75 unit This course introduces students to the concept of using research to inform clinical decision-making skills. Development of measurement and disciplined inquiry skills including emphasis on problem definition, research design, methodology, data analysis and statistical interpretation are stressed. Students learn a 5-step process to incorporate evidence into their PT practice and how to critically appraise multiple types of studies. The information is conveyed through didactic lectures, discussions, cases, and integrated journal club seminars. There is a large active learning component in this course. The overall goal of the course is to hone the student's ability to critically analyze the PT literature.

630 Introduction to Professional Issues 0.75 unit Students explore foundational understandings of what it means to be a professional in health care. Students investigate social issues such as forces that impact health care, the role of legislative and political bodies vis a vis health care, race and class as they impact health care and health seeking behavior, and the role of professional organizations as they impact the health professional. Students will be exposed to the PT Code of Ethics, and will have opportunities to explore their own development as a professional.

633 Principles of Cardiopulmonary Physical Therapy 0.75 unit This course provides an overview of the etiology, incidence, pathology, and medical management of common cardiac and pulmonary conditions across the lifespan. Appropriate physical therapy examination and intervention strategies for individuals with either primary or secondary cardiac or pulmonary dysfunction are introduced both in the context of a specialized cardiac or pulmonary rehabilitation setting as well as in general physical therapy practice.

635 Ambulatory Function 0.75 unit This course is a study of ambulation including the biomechanics of gait. Normal gait frames the course, followed by study of orthotic interventions for the adult patient. Gait characteristics of individuals with lower extremity amputation and the role of

physical therapists in gait training and prosthetic management of individuals with amputation complete the course.

640 Physiology, Biophysics, and Application of Physical Agents

0.75 unit This course begins with an overview of tissue healing and then explores the physiological and biophysical effects of physical agents as they relate to tissue healing and pain relief. A problem-solving approach to selection of the appropriate physical agent and intervention parameters is based on current evidence and clinical case examples. Course includes intensive hands-on laboratory experience with modern equipment utilizing both patient take-home devices and clinical models for development of skill in application of physical agents. Basic electrodiagnostic testing and PT use of biofeedback is introduced.

641 Orthopedic Evaluation and Treatment I

1.0 unit This course is designed to provide the student with the necessary knowledge and skills to perform orthopedic musculoskeletal and neuromuscular evaluations and interventions utilizing manual therapy (to include spinal mobilizations manipulations, and lower extremity mobilizations and manipulations) and therapeutic exercise for the patient with lumbar spine, pelvis, and/or lower extremity pathology. Approximately 30 percent of class time is devoted to lecture on the basics of orthopedic management. This includes class time dealing with the theory of physical therapy assessment and treatment design. Emphasis is placed on the student's ability to interpret findings from a systematized evaluation and to develop appropriate pathology specific procedures including manual therapy, spinal manipulation, and therapeutic exercise based on current research and literature, as well application of biomechanical theory. The basics of radiologic spine imaging, lower extremity imaging, available imaging modalities, systematic scanning, and appropriateness criteria are covered in detail within this course and integrated into aspects of patient care. Laboratory experience comprises approximately 70 percent of class time for skill development. Clinical experience in the on-site clinic and internships provides opportunities to refine those skills, as well as synthesize information gained in the classroom and lab settings.

642 Therapeutic Exercise I

1.0 units This course is designed to provide physical therapy students with an understanding of the foundational principles of underlying exercise as a physical therapy intervention. The course first explores the fundamental principles of exercise, with a particular emphasis on the physiological effects of mobility, strength, and conditioning interventions across the lifespan. Instruction in exercise program planning stresses the need for prescribing therapeutic exercise with precision and consideration of each individual's unique medical history. Exercise interventions for the spine and lower extremities are the regional foci. At these regions, students learn both isolated and integrated techniques and the proper application of each. Finally, the course challenges the student's clinical decision-making as they learn to integrate therapeutic exercise with their evaluation/treatment classes.

643 Therapeutic Exercise II

0.75 units This course is designed to build on understanding and competencies developed in PT 642. In addition to the regional coverage of the upper spine and shoulder, this course explores the following topics: the use of screening examinations for application in a variety of injury prevention and performance settings; the application of strength and conditioning principles to both late rehabilitation and performance training; the evaluation of exercise products for effectiveness and utility in the clinical environment; gait and movement analysis in orthopedic and sports practice; and movement-based therapies outside the mainstream. Finally, the student's research and presentation of special topics in therapeutic exercise improves their ability to apply fundamental exercise principles to less commonly encountered impairments.

644 Pharmacology Implications for the Physical Therapist

0.75 unit This course is designed to provide a comprehensive understanding of the neurophysiologic mechanisms of medications as they apply to physical therapy practice. Particular attention is addressed to medication interaction with physical therapy interventions including but not limited to exercise and joint mobilization or manipulation. Medication interaction with tissue healing and medication interactions with other medications or naturopathic remedies are studied. Typical medication for patient populations seen in each physical therapy discipline are addressed as well as how medication may interfere with typical tests and measures to assist in development of approximate physical therapy interventions. Physical Therapists do not prescribe medications and this course is not intended to suggest extensive knowledge in pharmacology.

646 Orthopedic Evaluation and Treatment II

0.75 unit A continuation of PT 641, this course is designed to provide the student with the necessary knowledge and skills to perform orthopedic musculoskeletal and neuromuscular evaluations and interventions utilizing manual therapy (to include spinal mobilizations and spinal manipulations, upper extremity mobilizations and manipulations) and therapeutic exercise for the patient with cervical spine, thoracic spine, ribs cage, temporalmandibular and/or upper extremity pathology. Approximately 30 percent of class time is devoted to lecture on the basics of orthopedic management. Emphasis is placed on the student's ability to interpret findings from a systemized evaluation and to develop appropriate pathology specific procedures including manual therapy, spinal manipulation, and therapeutic exercise based on current research and literature, and biomechanical theory. Laboratory experience comprises approximately 70 percent of class time for skill development. Radiologic spine imaging is continued from PT 641, with content covering imaging of the cervical and thoracic spines, upper extremity, available imaging modalities, systematic scanning, and appropriateness criteria covered in detail and integrated into aspects of patient care. Clinical experience in the on-site clinic and internships provides opportunity to refine these skills, as well as synthesize information gained in the classroom and lab settings.

647 Physical Therapy Across the Lifespan: Pediatrics

1.0 unit This course addresses the issues in pediatrics that are relevant to physical therapists. Emphasis is on movement of infants and children from the newborn period to 13 years of age. The course also applies the information on normal development to the many pathologies known to infants and children, particularly to cerebral palsy, meningomyelocele, pseudo-hypertrophic muscular dystrophy, and developmental delay; these four distinct diagnoses are used as models for the design of physical therapy programs for children with other pathologies. The assessment and treatment of premature infants is also addressed.

648 Physical Therapy Across the Lifespan: Adult Systemic Pathology

0.75 unit Systemic processes affect the entire person as an organism. This course is a discussion and review of disease or alteration of several body systems. Each topic is covered with an overview of the pathology, and the medical management of the condition and how pharmacologic management affects physical therapy interventions. Patient cases are framed in the ICF model and the role of the physical therapist in acute, sub-acute, and chronic phases is investigated.

649 Physical Therapy Across the Lifespan: Geriatrics

1.0 unit This course is designed to prepare students to work with individuals late in the lifespan, particularly those age 65 and older. The content includes an overview of the physical, physiological, cognitive and emotional changes associated with aging as well as selected pathologies and challenges commonly encountered when working with older individuals. Students participate in health promotion and fall risk screenings for communi-

ty-living older adults. Students are encouraged to integrate learning from other courses to select appropriate tests and measures and to identify and implement appropriate interventions for impairments and functional limitations commonly seen in the geriatric population.

650 Integrated Clinical Experience I No credit This course consists of integrated clinical experiences designed to give students an opportunity to apply their knowledge and skills in an on-campus clinic. Students observe and assist in the onsite clinic and participate in an exercise/wellness group. The companion seminar complements the integrated clinical learning experience with content including documentation skills, standards of practice, professional behavior and interdisciplinary collaboration. In addition, the seminar is used to facilitate the selection of full-time clinical internships through exploration of the factors that influence clinical education and strategies for progressive clinical and professional skills development.

651 Integrated Clinical Experience II No credit This integrated clinical experience course entails the analysis and synthesis of physical therapy concepts, skills, and values utilizing clinical experiences in the on-site clinic. Students work closely with clinical instructors (CIs) to participate in the examination, evaluation, diagnosis, prognosis and intervention processes of individuals with impairments, functional limitations or changes in physical function resulting from a variety of neurological or musculoskeletal disorders. The course includes a weekly seminar designed to build on prior coursework with a focus on synthesis of academic and clinical work in best practice for patient management. In addition, the seminars prepare students for their clinical internships in terms of discussing logistics, professionalism, and non-patient care aspects of physical therapy.

653 Adult Neurologic Rehabilitation Foundations 1.0 unit The foundational neurorehabilitation models of treatment, current theory, and evidence are discussed. Students learn movement analysis and strategies for functional movement training using principles of motor learning.

654 Adult Neurologic Rehabilitation: Common Pathologies, Interventions and Outcome Measures 1.0 unit The course is a study of the assessment and treatment of adults with neurological disorders. Students explore common manifestations of neurological impairments and how physical therapy can intervene. Evidenced based application of standardized outcome measures is also emphasized using the ICF model.

655 Physical Therapy for Adults with Enduring Neurologic Disability 0.75 unit This course teaches health promotion and prevention of secondary impairments in neurologic populations. Using SCI as a model patient for lifelong care, PT students are taught skills that span from acute care to aging with disability. Upper extremity preservation concepts are learned in conjunction with advanced transfer and wheelchair skills to maximize community participation potential. An overview of wheelchair seating and prescription for individuals with neurologic disability, as both health promotion and as intervention, completes the course.

657 657 Clinical Experience I This full-time clinical experience occurs off-campus and consists of twelve weeks designed to provide students with an opportunity for guided and independent experiences in providing physical therapy services to the public.

660 Integrated Clinical Experience III No credit The integrated clinical experience gives students an opportunity to further apply their knowledge and skills in a realistic clinical setting. Students work closely with clinical instructors to provide physical therapy services individuals from the community with impairments, functional limitations or changes

in physical function resulting from a variety of neurological or musculoskeletal disorders. In addition, students participate in health promotion and injury prevention programs, interdisciplinary collaboration, and begin to develop clinical teaching skills.

661 Psychological Factors in Physical Therapy Practice 0.75 unit This course provides an introduction to salient psychological factors having direct bearing on effective physical therapy practice. Areas covered include psychological paradigms; utilizing collaborative psychological resources; classification and diagnostic criteria of psychopathologies commonly comorbid with patient conditions presented to the physical therapist; impact of locus of control on physical restoration, adherence, and functional independence; psychological reactions to disability; motivational principles and psychobehavioral predictive factors in exercise adherence; countertransference; psychological factors in chronic pain syndromes; psychosomatic theory; psychophysiology of the stress response; and application of therapeutic relaxation techniques.

664 Physical Therapy Administration 0.75 unit This course covers the role of physical therapists in administrative settings and leadership roles. An overview of the costs of providing physical therapy and who pays for services is presented. Constraints and benefits of care delivery in various practice environments are discussed. Leadership is presented as a vital skill for all physical therapists, ranging from treating a patient one-on-one to roles managing staffs, departments, and serving the profession through volunteer positions in state and national professional associations. Students learn to lead from any level and understand the role physical therapy leaders have in healthcare.

677 Advanced Topics in Physical Therapy 0.5 unit This course is designed to build from students' basic backgrounds in a specialized area of physical therapy practice to a level of expertise and comprehensive understanding. Several topic areas are available each year. Course content includes basic medical science, clinical examination and intervention theory and practice, the opportunity to practice knowledge and skill in the treatment of actual patients, and synthesis of knowledge in a formal case report. *Students must complete two PT 677 courses in order to graduate.*

687 Clinical Experience II This course is the analysis and synthesis of physical therapy concepts, skills and values utilizing clinical experiences at University of Puget Sound clinical internship facilities. This full-time clinical experience occurs off-campus and consists of a minimum of twelve weeks designed to provide students with an opportunity for guided and independent experiences in providing physical therapy services to the public.

697 Special Project Variable credit up to 1 unit An independent study course designed to provide the student with an opportunity to engage in a collaborative project with faculty. The student, with faculty supervision, develops an individualized learning contract that involves critical inquiry, clinical research and/or classroom teaching. May be repeated for credit. *Prerequisite: Permission of faculty project advisor(s).*

Physical Therapy Clinical Affiliates

Clinical centers that accept full-time student affiliates for PT 657 and PT 687 are located throughout the United States primarily in Washington, Oregon, California, Alaska, and Hawaii.

PHYSICS

Professor: Gregory Elliott, James Evans; Andrew Rex; Amy Spivey; Rand Worland, (*on leave fall 2019*)

Associate Professor: David Latimer, *Chair*; Rachel Pepper, *William D. and Flora McCormick Chair in Biophysics*

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 will gain the following skills and proficiencies:

1. Problem-solving skill in a variety of disciplines, including classical mechanics, waves and optics, electromagnetism, quantum mechanics, and relativity;
2. Ability to apply higher-level mathematical reasoning in the process of problem-solving, using mathematical tools that include calculus of one and more than one variable, linear algebra, ordinary differential equations, and partial differential equations;
3. Proficiency in laboratory work, through a minimum of four semesters of lab-based courses;
4. Ability to express their work clearly in writing, including written reports on their laboratory work that contain discussion of results, quantitative reasoning, and error analysis; and
5. Use computers to solve problems related to the physical world that lack simple analytical solutions.

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 no later than 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.)

Notes:

For students pursuing the BS in Physics, there are two grade level requirements in the first two years of course work. The department chair may waive these requirements under appropriate circumstances. Students pursuing the BA in Physics for the Dual Degree Engineering program and other students interested in upper level physics courses are not subject to these requirements.

1. A minimum grade of C- is required in Physics 122 to continue on to Physics 221, and a minimum grade of C- in Physics 221 is required to continue on to Physics 222.
2. To pursue the major with 300 level courses and higher, a GPA of at least 2.0 is required for all 100 and 200 level physics courses required for the major, and a GPA of 2.0 is required for all 100 and 200 level math courses required for the major.

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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI1/SSI2 108 Empowering Technologies: Energy in the 21st Century

SSI2 123 The Search for Extraterrestrial Intelligence

Other courses offered by Physics Department faculty See *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 24).*

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 345 Science and War in the Modern World

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.

109 Astronomy A survey of descriptive and physical astronomy, which are given roughly equal stress. Descriptive astronomy involves time reckoning, calendars, and the motions of the sun, moon, and planets. Physical astronomy deals with the composition and origin of the planets and solar system, as well as the evolution of stars and galaxies. A weekly laboratory is required. *Satisfies the Natural Scientific Approaches core requirement.*

111/112 General College Physics This two-semester sequence of courses is designed for any interested student regardless of his or her major. The fundamental branches of physics are covered, including mechanics, heat, sound, optics, electricity, magnetism, and nuclear physics. Although it is assumed that the student brings only a background of high school algebra, trigonometry, 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 (including rotational motion and oscillations) and gravity 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.*

122 General University Physics Fundamental principles of heat, electricity, and magnetism are treated. 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.*

201 Survey of Physics 0.25 unit. Recommended for sophomores with an interest in the physics major, this course provides an over-view of the various fields of physics. Each weekly unit engages a major discipline of physics, followed by a more detailed examination of a specific example related to a physics faculty member's area of research. Inter-active visits to various physics department facilities and research labs are included. Topics are drawn from faculty specializations, including astronomy, laser physics, condensed matter physics, general relativity, particle physics, statistical mechanics, history of science, fluid mechanics, acoustics, optics, experimental methods, and biophysics. *Prerequisite: PHYS 122 and MATH 181, or permission of instructor. Offered fall term only.*

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

209 Introduction to Astrophysics Astrophysics is the application of the laws and principles of physics to answer questions about the cosmos. This course develops the physics necessary to understand the origins, properties, and evolution of planets, stars, and galaxies as well as investigating the application of physics to questions of cosmological significance. The semester is divided between studying the theoretical tools astrophysicists have developed and using those tools with several small hands-on archival data analysis tutorials. Each student will end the semester by completing an individual observational or theoretical research project. *Prerequisite: Phys 121/122 and Math 180/181, or permission of instructor. Offered every other year.*

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. Offered fall term only.*

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. Offered spring term only.*

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. Topics include AC and DC circuit analysis, amplifiers, active and passive filters, operational amplifiers, and digital electronics. *Prerequisite: PHYS 112 or 122. Offered every other year.*

299 The History and Practice of Ancient Astronomy This course treats the ancient astronomical tradition from its beginnings around 700 BC down to its culmination in the astronomical Renaissance of the sixteenth century. Attention is devoted not only to the emergence of astronomy as a science, but also to the place of astronomy in ancient life, including its use in timetelling, and its affiliations with literature and philosophy. The treatment of ancient technical astronomy is thorough enough to permit the student to apply ancient techniques in practical problems, e.g., in the design of sundials and the prediction of planet positions. Concrete models and scale drawings are used to deepen understanding and to simplify analysis, but some geometry is required. *Prerequisite: one course satisfying the Humanistic Approaches core. Satisfies the Natural Scientific Approaches core requirement.*

305 Analytical Mechanics This introduction to mechanics begins with the formulation of Newton, based on the concept of forces, and ends with the formulations of Lagrange and Hamilton, based on energy. The undamped, damped, forced, and coupled oscillators are studied in detail. *Prerequisite: PHYS 122 and MATH 301 (may be concurrent), or permission of instructor. Offered fall term only.*

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.*

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.*

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 fall term only.*

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 spring term only.*

363 Biophysics This course explores the principles of physics applied to living systems. Topics include diffusion, hydrodynamics and the low Reynolds-number world, importance of entropy and free energy, entropic forces, molecular machines, membranes, and nerve impulses. Written and oral scientific communication is emphasized. This course is appropriate for junior or senior undergraduates in the sciences, particularly physics and biology. No specialized knowledge of biology or physics is expected, but a facility with algebraic manipulations and a working knowledge of calculus is needed. *Crosslisted with BIOL 363. Prerequisites: Math 180 and either Physics 111 or 121 are required, as is either Biology 212 or a previous 300-level course in biology or physics, or permission of instructor.*

390 Directed Research Variable credit: 0.25 .50 or 1.0 This course provides a theoretical or experimental physics research experience for juniors or seniors under the direction of a faculty mentor in the Department of Physics. The research will result in a written summary of the research results. *Prerequisite: Completion of Directed Research Contract with permission of research mentor, to be approved by department chair and Registrar before student registers. Offered each semester, including summer.*

411 Quantum Mechanics I This course is an introduction to the quantum theory of matter. The emphasis is on exactly soluble systems including the infinite square well, harmonic oscillator, and hydrogen atom. The theory of angular momentum is also discussed. *Prerequisite: PHYS 305, PHYS 351, and MATH 301, or permission of instructor. Offered fall term only.*

412 Quantum Mechanics II This is a continuation of Physics 411. The emphasis is on achieving perturbative solutions to real physical systems. Topics may include time-independent and dependent perturbation theory, the WKB method, a discussion of the interaction between light and matter, and scattering. *Prerequisite: PHYS 411, or permission of instructor. Offered spring term only.*

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.*

Assistant Professor: Chris Kendall, *Phibbs Professor of International Relations*

Visiting Assistant Professor: *Natasha Bennett*

About the Department

Politics is about the struggle over power, authority, freedom, justice, 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.

Learning objectives and assessment

- All P&G courses aim to enhance students' substantive knowledge of politics, assessed in regular quizzes, examinations, and papers.
- All P&G courses aim to enhance students' abilities to construct and articulate, orally and in writing, well-reasoned arguments grounded in evidence and texts. These abilities are assessed in regular examinations and papers, from students' engagement in our small classes, and, in some courses, in formal oral presentations.
- The major develops students' abilities to evaluate research design and interpret research findings. Students' data literacy and understanding of the research process will be assessed in tests in the methods courses as well as discussions and papers in upper division classes and the capstone. Students will have the opportunity to participate in the thesis seminar where they will execute a major research project.

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:

U.S. Politics: The study of domestic politics, political institutions and policy

Comparative Politics: The study of politics, 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 norms, ideals, and concepts

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 200, a required course in the major, encourages students to understand the tools and methods used in political inquiry. Building upon these skills, students complete the major with a capstone seminar. Some students will also choose to complete an *optional* thesis in the spring semester of their senior year. Many students also choose to do internships, conduct independent research, and participate in 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.

POLITICS AND GOVERNMENT

Professor: Lisa Ferrari, Karl Fields, William Haltom, Robin Jacobson, *Chair*, Alisa Kessel, Patrick O'Neil (on leave fall 2019), David Sousa, Seth Weinberger

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. 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

- Completion of a minimum of ten units in the Department of Politics and Government to include
 - Three 100-level courses (PG 101, 102, 103, or 104);
 - PG 200;
 - 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, 306, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 344, 346, 353, 354, or 355
 - Comparative Politics: PG 315, 321, 323, 325, 326, 328, 330, 336, 337, 347, 360, 361, 372, 379, 380, 382; IPE 380
 - International Relations: PG 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 343, 354, 381, 382, 383, 384, 385, 387; IPE 380
 - Political Theory: PG 334, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 390
 - One 400-level senior capstone course in the student's area of concentration;
- At least five units of the total must be completed at Puget Sound.
- Any deviation from these requirements requires written approval by the chair of the Politics and Government Department.

Requirements for the Minor

- Completion of a minimum of five units in the Department of Politics and Government to include
 - Two 100-level courses (PG 101, 102, 103, or 104);
 - Three units at the 300 level. One course may be at the 400 level;
- Any deviation from these requirements requires written approval by the Chair of the Politics and Government Department.

Notes for Majors and Minors

- Students who study abroad may apply one approved course toward a minor or two approved courses toward their Politics and Government Major. Of these courses, only one may apply to the student's area of concentration.
- One unit of PG 498 may apply toward the major.
- Independent study and IPE upper-division courses may count toward the major with prior approval of the department.
- 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.

- Students wishing to write a senior thesis can apply for entry into PG 490 (Thesis in Politics and Government) upon completion of the fall senior capstone course and fulfillment of application 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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI1 142 The Concept "Orwellian"

SSI1 151 Just Asking Questions: The Power, Psychology, and Politics of Fake News and Conspiracy Theories

Other courses offered by Politics and Government Department faculty. See *Connections in the Core Curriculum section of this Bulletin for course descriptions (page 24).*

ASIA 344 Asia in Motion

Satisfies the Connections core requirement.

CONN 397 Migration and the Global City

Satisfies the Connections core requirement.

CONN 420 The American Progressive Ideal

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. Offered each semester.*

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. Offered each semester.*

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, inter-governmental 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. Offered each semester.*

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. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered each semester.*

200 Power and Political Inquiry This course is an introduction to the construction of knowledge in the social sciences, and in political science particularly. In the first half of the course, students study the tools and methods used in political science. Students explore the connections between normative and empirical claims, uses of evidence, and theory building and testing. They ask how theoretical ideas are generated and how they inform the world around them (both explicitly and implicitly). In the second half of the course, they focus on the concept of power, central to any study of politics, to ask: how do actors use claims, theories, and data to reinforce or subvert dominant power structures? This class provides students the tools and perspective to become more thoughtful interlocutors and more critical consumers of information by helping them better understand the process(es) of knowledge construction. *This is a required course for the major. Prerequisite: any 100-level PG course. This course should be taken before the junior year. Offered every spring.*

300 Methods, Analysis, and Argument in Political Literature This course examines approaches and methods that will most improve majors' reading, writing, and discussing books, articles, and other media related to politics and government. The instructor and students will coach each other in efficient but perceptive reading, skeptical but sympathetic consideration of and conversation about perceptions and interpretations, and sensible planning and careful executing of responses to extant researches. *Offered occasionally.*

304 Race and American Politics Race is central to understanding U.S. 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 U.S. 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 other year.*

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 of weaknesses of current policies and

the prospects for significant reform of the "green state." *Prerequisites: P&G 101. Offered occasionally.*

306 Immigration Politics and Policy in the U.S. Immigration politics and policy define the nation, its borders, its community, and its identity. Through an exploration of the political history of immigration, students gain insight into the reconstruction of American identity. The class looks at the rhetoric, the movements, the institutions, and the actors central to the politics of immigration to understand the current system and future political possibilities. Specific policy issues such as refugee and asylum policy, border enforcement, immigration detention, and birthright citizenship are considered. *Offered occasionally.*

308 Images of Corruption in U.S. Politics 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.*

309 U.S. Presidency This course focuses on the US presidency. In the first part of the course students read two great books on the presidency and the American political system, Richard Neustadt's *Presidential Power* and Stephen Skowronek's *The Politics Presidents Make* as tools for understanding the evolution of the presidency as an institution and its relationship to the larger constitutional system. In the second half of the course students trace the growth of presidential power over the course of US history, focusing on executive management of the bureaucratic state and control of foreign affairs, and consider the implications of this development for the republic. *Prerequisite: PG 101. Offered every other year.*

310 Presidency and Congress The course focuses on the historical development of the legislative and executive branches, focusing on the interactions between Congress and presidents in policy making process. Some offerings of the course focus heavily on the presidency, and others are more focused on Congress; recent offerings have used a single presidency as a long case study of problems in presidential leadership and the workings of the legislative and executive branches. Prospective students may wish to consult the instructor. *Prerequisite: PG 101. Offered every other year.*

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 occasionally.*

312 Parties, Elections, and Campaigns In a government based on "the consent of the governed," elections are fundamental. They pro-

vide 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.*

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.*

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. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every other year.*

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.*

317 Politics and Policy of the U.S. Welfare State This course focuses on social welfare policy in the United States. The first section of the course explores ideological debates over the welfare state, theories of welfare state development, and the historical development of the U.S. welfare state in comparative perspective. The middle section of the course explores arguments about challenges to political order created by market dynamics, the question of American exceptionalism, and the intersections of race, gender, and welfare in American political development. Then, we focus on core welfare state policies aimed at addressing problems of unemployment, poverty, access to health care, and old age security. The final section addresses questions about the sustainability of the welfare state, in practical, fiscal as well as

ideological terms. *Prerequisite: PG 101; PG 314 recommended. Offered every three years.*

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.*

319 Local Politics This course in U.S. 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 occasionally.*

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 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 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.*

323 Asian Political Systems A comparative analysis of development and democracy in seven Asian political economies: Japan, Taiwan, South Korea, Singapore, Malaysia, China, and Vietnam. The course begins with a survey of China's, Japan's, and the United States' role in Asia and then places each of the political economies in comparative perspective. *Prerequisite: PG 102 or permission of instructor. Offered every other year.*

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.*

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 101 or PG 101, 102, or 103. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every year.*

328 Theories of Development, Exploitation, and Political Change 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. Offered every other year.*

330 Peace, Justice, and Reconciliation in Latin America How do emerging democracies confront violent pasts while constructing the political institutions for a stable future? Does the need to heal society outweigh individuals' claims to justice for human rights abuses? In this course students examine the choices post-conflict societies have made and continue to confront throughout Latin America. The region has often been characterized by civil war, autocratic government, and grave human rights violations. At the same time, Latin America has emerged as an innovator of institutional forms that have allowed states to confront violence, seek justice, and transition to democracy—a broad array of institutions known collectively as “transitional justice” mechanisms. In the first half of the course students explore the process through which societies in Latin America have sought to come to terms with violent pasts with a focus on specific country case studies. We situate these individual cases in a broader exploration of transitional justice mechanisms, from criminal prosecutions of past leaders to truth commissions that trade amnesty for information. In the second half of the course students will apply these concepts to an in-depth simulation of peace negotiations. Students will represent the interests of a specific political stakeholder while negotiating the form and functioning of transitional justice institutions that might put the country on a path toward peace, justice, and reconciliation. *Prerequisite: PG 102, PG 103, or permission of instructor. Offered occasionally.*

331 U.S. Foreign Policy Explores the roots and extent of U.S. America's involvement in world affairs; ideological, institutional, and strategic factors shaping U.S. foreign policy since WWII. Students investigate the global responsibilities of the United States' responsibility and its influence on global conditions. Approaches to analyzing U.S. foreign policy. *Prerequisite: PG 103 strongly recommended. Offered every year.*

332 International Organizations A theoretical and practical examination of the role played by a number of international and regional organizations in the international system today. Comprehensive study of a number of international organizations including the United Nations. *Prerequisite: PG 103. Offered every other year.*

333 International Law in Political Context What is international Law? Who determines its content? Why do sovereign states willingly bind themselves under its rules? Is it a tool of the powerful, or a safeguard against exploitation? In short, does international law matter? This course draws on primary source materials (cases and treaties) and scholarly articles to examine the processes of international law as seen from the perspective of politically motivated actors. Readings examine broad theoretical issues pertaining to international law as well as the functioning of international legal regimes in specific issue areas such as trade, human rights, and the environment. Students apply political science methodologies in an attempt to understand and explain the behavior of states and non-state actors as they engage in a competition to create, enforce, and resist international law. Students should complete PG 103 and have a familiarity with international relations theory and social science methodologies prior to taking the course. *Prerequisite: PG 103. Offered every other year.*

334 The Challenge of Global Justice This course examines the configuration of world politics and how claims of individual and group rights challenge the current global framework. Students examine the role of the state as a meaningful purveyor of rights and material goods. The also analyze and critique alternative approaches to organizing human populations in an increasingly globalized world. It is easy to say that the world's poor deserve a better material existence. It is much more difficult to determine where the duty to provide resources lies, and how individuals, states, and organizations might achieve better outcomes. Students examine these issues from the perspective of states, international organizations, and non-governmental entities. *Prerequisite: PG 103. Offered occasionally.*

335 Global Security This course explores evolving threats to global peace and stability in the post-Cold War era. The class tests the efficacy of traditional theories about international conflict through the examination of a number of contemporary security problems. Attention focuses on issues that are persistent, politically explosive, and global in scope, such as nationalism, migration, and environmental problems. All have potential for generating violent conflict in the world today. *Prerequisite: PG 103. Offered every year.*

336 Terrorism This course examines the phenomenon of terrorism on many different dimensions. First, it explores what is meant by the term “terrorism,” and the question of “Is one man's terrorist another man's freedom fighter?” Next, the class considers why certain groups turn to terror. What do they hope to accomplish and how does terrorism help them achieve their goals? The course then looks at various examples of terrorism and strategies to combat it. Is terrorism best fought like a military conflict or like an international crime? How can states hope to protect themselves? Ethical issues are also addressed, such as how the needs of national security are balanced against the requirements of civil liberties in a free, democratic society. Finally, the course considers the War on Terror itself, analyzing its strategies and tools and assessing its purpose and efficacy. *Prerequisite: PG 102 or 103. Offered every other year.*

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.*

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.*

339 The Politics of Empire Empires have existed since the pre-modern era, and until the mid-twentieth century imperial states were the dominant form of government. Today, no state refers to itself as an empire—yet the term is still widely used. Some call modern American foreign policy “imperialist.” Other react that American power is a stabilizing force. The purpose of this course is to examine critically the meaning of the term “empire.” What do empires have in common? What are the political causes of empire, and what are its effects on the colonizer and the colonized? What are the common attributes of this form of governance across time and space? Is economic dominance without political

conquest “imperial” in any meaningful sense of the word? If the United States has an empire, what exactly does this mean? Do American interactions with other peoples reflect earlier patterns of imperial dominance, or do users of the term “empire” (perhaps willfully) mischaracterize the phenomenon of benign American hegemony? Students attempt to answer these questions through critical examination of historical forms of empire and contemporary accounts of American political and economic policy. Students should complete PG 103 and have a basic familiarity with international relations theory and social science methodologies prior to taking the course. *Prerequisite: PG 103 or permission of instructor. Offered occasionally.*

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. *Offered every third year.*

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.*

342 Contemporary Democratic Theory This course explores an on-going debate in contemporary political theory about the nature, challenges, and limits of democracy. Students explore liberal, deliberative, and radical theories of democracy and develop a sense of the central challenges of democratic governance in our time. Central themes include freedom, justice, identity, citizenship, collective decision-making, and the state. *Prerequisite: PG 104. Offered every third year.*

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.*

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.*

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.*

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. *Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every third year.*

347 Comparative Political Ideologies 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.*

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 340-347).*

349 Contemporary Issues in Political Theory This course explores contemporary issues in political theory related to questions of citizenship, membership, and power. Students reflect on the structures and practices that determine who wields power, who holds citizenship status, who counts as a member of a political community. Students might also explore the relationship between economic and political arrangements.

Prerequisite: by instructor permission only. Students who receive credit for PG 349 will not receive credit for PG 440. Offered every other year.

353 Religion and U.S. Politics Looking at the interaction between religion and politics in the United States, students explore various understandings of the relationship between church and state, the treatment of minority religious communities and the influence of religion on the formation of American identity, institutions and policies. Students investigate various theoretical approaches and US political development to provide a foundation for evaluating how religion and politics influence each other in the current moment. Topics include political behavior, public opinion, organizational activity, and public policies, such as gay rights, environmental policy, and immigration. *Prerequisite: PG 101. Offered every other year.*

354 Washington State Legislative Process Students engage in a series of seminars on the Washington state legislative process learning from experts in the field and engage in simulations of some of the core conflictual processes. Students learn about the difficulties of budgeting, the rules of the state legislative chamber and how they impact outcomes, the role of political parties and legislative leaders and industry lobbyists, as well as how to conduct legislative research, create sample legislative proposals, and write about state politics for the general public. *Prerequisite: Acceptance the Washington State Legislative Internship. Registration by instructor permission Offered every other year.*

355 Comparative State Politics State governments are often overlooked, however, states wield tremendous power over the daily lives of citizens. A citizen's life can look very different depending on what state she lives in. The course takes a comparative approach to understand this critical level of U.S. politics. Why is marijuana legal in some states and not others? Why are the systems of public education so different? A comparative look allows students to ask why states respond differently to similar policy questions, considering the potential role of historical, cultural, economic and political contexts as well as variations in institutional arrangements. After delving into factors that alter the political opportunity structures in states, students turn to case studies. Looking at particular states and particular policy issues allows one to see how and why politics and political outcomes vary across states. *Prerequisite: instructor permission required. Offered every other spring term.*

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.*

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.*

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.*

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.*

380 Latin American Politics 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 a number of cases, which may include among other, Cuba, Mexico, Venezuela, Chile, and Brazil. *Prerequisite: PG 102, PG 103, or LAS 100. Offered occasionally.*

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, PG 102 or 103. Offered every other year.*

384 Ethnic Politics This course examines the political implications of ethnic diversity around the globe. How does ethnic identity relate to nationhood? How do ethnic cleavages affect governance, political mobilization, and development? Does ethnic identification affect a state's propensity for war? How can institutions and policies moderate or exacerbate these tendencies? Students use theory and concrete examples to examine how political scientists measure and compare ethnicity and its effects around the world. While reference to the U.S. and Europe is made, emphasis is on Asia, Africa, and Latin America. The course concludes with a weeks-long, in-depth simulation of politics on the Indian subcontinent. *Prerequisite: PG 102 or 103 or instructor permission.*

385 Feminist Approaches to International Relations In her landmark work on feminism and international politics, Cynthia Enloe encourages scholars to ask, "Where are the women?" when trying to understand international relations. This course introduces students to feminist analysis of international relations by engaging both theoretical and practical questions about women's experiences in the world. From a foundation of ethics, the course builds to address the place of gendered analysis in international relations issue areas such as security, political economy, and migration. *Prerequisite: PG 103 or 104 and one additional PG course. Offered every other year.*

387 Just War Theory This course considers the evolution of the idea of morally justifiable warfare, primarily in the Western context. Students trace just war theory from the ancient world to the present day, with attention to both religious and secular theoretical texts. The course encourages students to think about recent and contemporary international relations through the lens of just war theory. *Prerequisite: PG 103 or 104. Offered every other year.*

390 Gender and Philosophy This course is a study of a number of philosophical and political questions related to gender and with the relation between these two types of questions. The course will be concerned first, with metaphysical issues concerning gender: What is gender? How many genders are there? Is there an essence of womanhood or manhood that goes beyond certain physical characteristics? Are 'woman' and 'man' purely natural categories or are they to some extent socially constructed? Is gender a social/political concept? Second, with epistemological issues that relate to gender difference: Do women, for example, see the world differently from men? What kind of implications does this have for scientific and philosophical knowledge? Are there, for example, specifically female ways of thinking or reasoning? If so, to what extent are they marginalized? Do gender related values or political aims affect scientific knowledge? Finally, with ethical issues related to gender: What is gender oppression? What is sexism and heterosexism? Granted that everyone has an equal right to flourishing regardless of gender, is a woman's flourishing, for example, 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 or those who don't conform to gender norms living in other cultures are oppressed? *Satisfies the Knowledge, Identity, and Power graduation requirement. Crosslisted as PHIL 390.*

410 Capstone Course in U.S. Politics Students in this capstone course focus on some major concerns of U.S. politics or public law and are required to complete assignments 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. Students who wish to complete a senior thesis should consult the requirements to enroll in PG 490. *Prerequisite: PG 101, major concentration in U.S. Politics, senior standing, and PG 200 or permission of instructor. Offered every fall.*

420 Capstone Course in Comparative Politics Students in this capstone course study major theoretical approaches to comparative politics and are required to apply those approaches to one or more writing projects. The theme of this seminar changes each year. Prospective students should check with the comparative politics faculty to determine the theoretical, substantive, and geo-graphical focus. Students are expected to participate regularly in seminar discussions and may be responsible for leading class sessions. Students who wish to complete a senior thesis should consult the requirements to enroll in PG 490. *Prerequisite: PG 102, major concentration in Comparative Politics, senior*

standing, and PG 200 or permission of instructor. Offered every fall.

430 Capstone Course 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 and to take an oral examination. Students who wish to complete a senior thesis should consult the requirements to enroll in PG 490. *Prerequisite: PG 103, major concentration in international relations, PG 200, and senior standing, or permission of instructor. Offered every fall.*

440 Contemporary Issues in Political Theory This course explores contemporary issues in political theory related to questions of citizenship, membership, and power. Students reflect on the structures and practices that determine who wields power, who holds citizenship status, who counts as a member of a political community. Students might also explore the relationship between economic and political arrangements. This course serves as a senior capstone course in political theory. Students who wish to complete a senior thesis should consult the requirements to enroll in PG 490. *Prerequisite: by instructor permission only. Students who receive credit for PG 440 will not receive credit for PG 349. Offered every other year.*

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. Students who wish to complete a senior thesis should consult the requirements to enroll in PG 490. This course serves as a senior capstone course in political theory. *Credit for PG 441 will not be granted to students who have received credit for PG 341. Offered every fall.*

490 Thesis in Politics and Government Some students may wish to continue the research they began in the senior capstone course by enrolling in this optional thesis course. Students who wish to complete a thesis do so in the spring semester of their senior year (having completed the field-specific capstone course in the fall semester of the senior year). In this course, students complete much of the thesis work independently under the supervision of the thesis instructor. Requirements to enroll in PG 490 are: 1) a minimum grade of 'B' in fall capstone course (PG 410, 420, 430, 440, or 441); 2) composition of a prospectus which includes explanation of the proposed topic, the research question, and review of relevant research on the topic and is approved by a field advisor from the major's track 3) a formal, consultative meeting about the project which includes the student, the thesis instructor, and the field advisor. *Offered every Spring.*

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.*

PSYCHOLOGY

Professor: David Moore; Sarah Moore; Mark Reintz (on leave spring 2020); Carolyn Weisz; Lisa Fortlouis Wood

Associate Professor: David Andresen; Tim Beyer, *Chair*; Erin Colbert-White (on leave fall 2019) Jill Nealey-Moore

Assistant Professor: Melvin Rouse; Adrian Villicana

Visiting Assistant Professor: Cynthia Clark

About the Department

Psychology is the study of human and non-human animal 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 non-human 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. **both a breadth and depth in their 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 the capacity to construct arguments, analyze and interpret data, reading and critique different forms of scientific writing, and evaluate 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 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, 102, 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.
Note: Psychology majors must earn a grade of "C" or better in PSYC 101 (or its equivalent course) in order to enroll in PSYC 201.
4. Satisfactory completion of both PSYC 201 and PSYC 301 (Applied Statistics & Research Methods I, II).
Note: Psychology majors must earn a grade of "C" or better in PSYC 101 (or its equivalent course) in order to enroll in PSYC 201.
Note: Students must be a declared Psychology major to enroll in PSYC 201. MATH 160 is a prerequisite course for PSYC 201.
Note: 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 (Psychology Senior Capstone Seminar).
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 (240-270 and 340-369); supporting elective seminars (370-379); and advanced and independent courses (490-499).
Note: Seminars in Scholarly Inquiry 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 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.

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 10.

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

CONN 320 Health and Medicine

Satisfies the Connections core requirement.

CONN 354 Hormones, Sex, Society, and Self

Satisfies the Connections core requirement.

CONN 357 Exploring Animal Minds

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. *Psychology majors must earn a grade of at least "C" in PSYC 101 in order to continue in the 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: must be a declared Psychology major before enrolling in PSYC 201 (or permission of instructor); must also complete PSYC 101 or equivalent with a grade of at least "C" and MATH 160 (or permission of instructor). 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. *Prerequisite: PSYC 101. Offered frequently.*

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. *Prerequisite: PSYC 101. Offered frequently.*

222 Lifespan Development This course considers human development from the beginning to the end of life. Students focus on the major biological, cognitive, and social changes that occur at each stage of development. Students examine the central questions, theoretical perspectives, research methods, and scientific findings that guide current understanding of human development. The course also emphasizes the ways in which individual development cannot be clearly understood without examining the social and cultural context in which individuals are embedded. The course satisfies a foundational category elective in Psychology. Students who receive credit for PSYC 222 may not receive credit for PSYC 220 or 221. Students who receive credit for PSYC 220 or 221 may not receive credit for PSYC 222. Offered frequently.

225 Social Psychology Social Psychology is a field that uses empirical methods, primarily experiments, to study the social nature of our behaviors, attitudes, perceptions, and emotions. This course is a survey of theory and research literature pertaining to the prediction of human behavior in social settings. Topics covered include research methodology, social perception, attitudes and attitude change, prejudice, aggression, attraction, helping, conformity, group behavior, and the application of findings to current social problems. *Satisfies the Social Scientific Approaches core requirement. (Note: Psychology majors cannot fulfill the Social Scientific Approaches core requirement with this course.) Offered frequently.*

230 Behavioral Neuroscience This course considers the contributions of the nervous system to the understanding of the behavior of humans and other animals. To this end, the course surveys the basic structure and function of the nervous system, the principle methods for its study, and how knowledge of it informs an understanding of such phenomena as sensation and perception, movement, sleep, emotion, learning and memory, language, and abnormal behavior. *Prerequisite: PSYC 101; it is suggested, but not required, that students have completed BIOL 101 or 111. Offered frequently.*

250 Human Sexuality Beginning with a brief study of the anatomy and physiology of the sexual and reproductive systems, the course progresses to the consideration of cultural heritages, including cross-cultural and sub-cultural variations. Consideration is given to the evolution of attitudes and behaviors across the life span, including the psychological foundations of the dysfunctions. *Prerequisite: PSYC 101. Offered occasionally.*

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. *Prerequisite: PSYC 101. Offered occasionally.*

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. *Satisfies the Knowledge, Identity, and Power graduation requirement. Prerequisite: PSYC 101. Offered frequently.*

270 Psychology of Diversity This course is designed to increase students' awareness and knowledge of issues related to human diversity. Diversity is conceptualized as differences among social groups, such as race, ethnicity, sex, gender, sexual orientation, age, ability, socioeconomic status, among others. Concrete knowledge of various groups, their experiences, and their ways of meaning-making are important to understanding and navigating our increasingly diverse world. This class is divided into three sections that use psychological research and theory to examine the presence of, as well as the problems and issues associated with, social and cultural differences in society. The first section emphasizes the basic concepts in the psychological study of diversity. It covers topics such as dimensions and definitions of diversity, social categorization and stereotypes, and prejudice. The second section explores the various "-isms" associated with the social categories it covers. It evaluates diversity as a cause as well as a product of oppressive structures; evaluating the (dis)advantages associated with social groups positioned at various levels of the social hierarchy. Finally, the third section highlights ways in which we can address inequalities seen or experienced in our various communities. *Prerequisite: PSYC 101. Satisfies the Knowledge, Identity, and Power requirement. Offered frequently.*

296 Career Preparation and Planning Workshops 0.25 activity unit This activity credit course for psychology majors teaches important skills associated with academic and co-curricular planning. Using a hands-on workshop approach, students will learn about and implement varied planning models in relation to short and long-term aspirations. In addition, each class member will practice specific strategies for exploring their interests and identifying relevant courses, internships, research opportunities, and summer employment. Presentations by faculty and guest speakers will provide varied perspectives on career options as well as the graduate school application process. As part of their coursework, students will complete an initial personal statement, tentative 5-year plan, and a curriculum vita. Furthermore, students will receive feedback from both their peers and various psychology faculty members on this coursework. *Prerequisite: PSYC 101, MATH 160 and sophomore or junior standing. Offered frequently.*

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 frequently.*

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; students must be able to commit one hour MTWF at the same time each day to feed and care for their assigned animal. *Prerequisite: PSYC 201 or permission of instructor. Offered frequently.*

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 frequently.*

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 frequently.*

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: PSYC 201, two previous psychology courses, or permission of instructor. Offered frequently.*

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 201, two previous psychology courses, or permission of instructor. Offered occasionally.*

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.*

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 topics such as autobiographical memory, expertise and creativity,

problem solving, cognition and aging, and dementia. *Prerequisite: PSYC 201, two previous psychology courses or permission of the instructor. Offered frequently.*

345 Psychology of Health and Well-Being What does it mean to be healthy, and how do we promote health and maintain it? What factors disrupt or undermine our health? What is well-being, and how might it be distinct from health? What contexts or environments cultivate health and well-being, versus illness and suffering? Interweaving foundational and current research in health psychology, with findings from positive psychology that promote human thriving, this course aims to: explore factors that underlie our health habits and lifestyles; understand the role of stress, emotions, outlook and behavior in illness development; examine the intrapersonal, social/cultural, relational, institutional and societal contexts which promote health and wellbeing; and interrogate popular and scientific sources in order to tease apart platitudes from methods for meaningful change. Students master concepts from the empirical literature, synthesize information from medicine, public health, social psychology, personality, organizational scholarship, neuropsychology, health psychology and positive psychology, and engage in experiential learning that requires application of empirically-based findings to targets of self-change and change in local communities or organizations. *Prerequisite: Psychology 101; Psychology 201 or permission of instructor. Offered occasionally.*

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 201 and PSYC 320, or permission of instructor. PSYC 220 strongly recommended. Offered occasionally.*

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, two previous psychology courses or permission of instructor. Offered frequently.*

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 201 and 230. Offered occasionally.*

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 but all Special Topics courses will require PSYC 201.*

372 Illusions This class addresses the various ways in which people's perceptions, memories, and reasoning about the world may diverge dra-

matically 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. *Prerequisite: PSYC 201, two previous psychology courses, or permission of instructor. Offered every other year.*

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, two previous psychology courses, or permission of instructor. Satisfies the Knowledge, Identity, and Power graduation requirement. Offered every other year.*

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, two previous psychology courses, or permission of instructor. Usually offered every other year.*

379 Applied Multi-Method Assessment Applied Multi-Method Assessment is an experiential learning seminar introducing students to methods of assessment used by psychologists and other professionals to understand the impact of programs and interventions on individuals and communities. The course focuses on qualitative research methods including interviews and focus groups that engage diverse constituencies, use a social justice lens, and are informed by quantitative approaches. Students learn about theory-based assessment, community-based participatory action research (CBPAR), culturally informed research, and qualitative data analysis. In assignments, workshops, and field work, teams of students conduct assessment research that applies course material. *Prerequisite: PSYC 201 or permission of instructor. Offered every fourth year.*

401 Psychology Senior Capstone Seminar The Psychology Senior Capstone Seminar provides an opportunity for psychology majors to read and critically analyze primary source materials and review articles drawn from varied subfields in psychology. Through weekly presentations, writing exercises, and ongoing discussion, students address key issues in the discipline concerning, for example, the ethical application of findings, the major paradigmatic shifts in the field, and the pros/cons of various methodological approaches. Students also write their Senior Capstone Paper as part of the course requirements, with seminar members sharing their progress regularly through writing workshops and informal presentations of their topic and proposal. The senior paper includes a comprehensive literature review of a specific research question, as well as a proposal for future research and/or application of findings. *Prerequisite: PSYC 201; PSYC 301; senior psychology major standing. NOTE: Exceptions to senior standing by petition to the department; required course for the major. PSYC 401 may be taken concurrently with no more than 1 of the following upper division lab elective courses: PSYC 310, 311, 312, or 313. 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 201, at least junior standing, and 320 or 330 or 350. Offered occasionally.*

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. This course is specifically aimed for advanced psychology students and counts as an upper division psychology elective. *Prerequisite: Psychology major, junior or senior standing, GPA of 2.5 or above, 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.*

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. 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: PSYC 201, Psychology major, junior or senior standing, GPA of 2.5 or above, and 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: PSYC 201; Psychology major; sophomore, junior, or senior standing; and approval of the Internship Coordinator.*

RELIGIOUS STUDIES

Professor: Greta Austin (on leave spring 2020); Suzanne Holland, *John B. Magee Professor of Science and Values*; Stuart Smithers, *Chair (on leave fall 2019)*; Jonathan Stockdale

Associate Research Professor: Tanya Erzen

Assistant Professor: Ha Jung Lee, Sam Kigar

Visiting Assistant Professor: Heather White

About the Department

For students seeking a socially engaged liberal arts education, the Department of Religious Studies explores questions of power, knowledge, and identity as they relate to religious traditions. While developing a deeper understanding of oneself as a situated knower, students also explore individual religious traditions in depth, or broad themes such as the following: myth, ritual, and symbol; mysticism, magic, and medicine; beginning and end times; ethics, law, and moral philosophy; oppression and liberation; pacifism and violence; animals, bodies, and emotions. Courses are conducted with attention to structures and institutions of class, gender, sexuality, and race in their cultural and historical contexts.

For the major and minor in Religious Studies, the faculty provides an introduction to the academic discipline of Religious Studies followed by careful probing of two or more important traditions and a consideration of the methods useful to their study. A major or minor provides opportunities to develop excellent skills in writing, analysis, and argumentation and serves as an exceptional stepping stone to graduate or professional school. Past majors have gone on to excel in the non-profit sector, law school, medical school, doctoral programs, social work, creative writing, marketing and business, among other vocations.

Learning Objectives in the Religious Studies Major

- To develop an understanding of a range of religious traditions, including Asian and Abrahamic
- To develop an understanding of the roles religions play in political, economic, social, cultural, and moral areas of people's lives
- To gain familiarity with a variety of theories, methods, and issues involved in the academic study of religions.

Religious Studies courses are grouped into the following areas:

Area A. Abrahamic Religions

- 201 The History and Literature of the New Testament
- 203 Jesus and the Jesus Tradition
- 204 Religions of the Book: Judaism, Christianity, and Islam
- 205 Introduction to Jewish Studies
- 210 Comparative Christianities
- 211 Islam in America
- 212 The Religion of Islam
- 303 Sexuality and Religion in Modern America
- 310 Christianity and Law in the West
- 312 The Apocalyptic Imagination
- 342 Sufism
- 350 Mysticism: The Spiritual Search in the Christian Tradition
- 363 Saints, Symbols, and Sacraments: History of Christian Traditions
- CONN 322 Jihad and Islamic Fundamentalism

Area B. Asian Religions

231 Korean Religions and Culture

- 233 Japanese Religious Traditions
- 234 Chinese Religious Traditions
- 300 Japanimals: Power, Knowledge, and Spirituality at the Intersection of Species
- 328 Religion, the State, and Nationalism in Japan
- 332 Buddhism
- 334 Vedic Religion and Brahmanism
- 335 Classical Hinduism

Area C. Cultural and Ethical Studies

- 220 Spirituality and the Self
- 265 Thinking Ethically
- 270 Religion, Social Movements, and (in)Justice in the United States
- 272 Public Health Issues
- 292 Basics of Bioethics
- 302 Ethics and the Other
- 315 Modern Jewish Thinkers
- 320 Reproductive Ethics
- 323 Gender and Sexuality in Muslim Societies
- 325 New Religious Movements
- 368 Gender Matters
- CONN 318 Crime and Punishment

Area D. Advanced Seminars in Religious Studies

- 410 Religion and Violence
- 420 Law and Religion
- 430 The Politics of Living and Dying
- 440 The Body in Comparative Religions
- 450 Modernity and its Discontents
- 456 Ethics and Postmodernity
- 460 Religious Technologies
- 494 Special Topics

Area E. Additional Courses

- 202 Introduction to the Study of World Religions
- 208 Yoga, Psychedelics, and the Ascetic Imperative
- 215 Religion and Queer Politics
- 301 Consciousness and the Bourgeoisie
- 305 Marxism and the Messianic
- 307 Prisons, Gender and Education
- 330 Religious Freedom in the United States
- 495/496 Independent Study
- CONN 344 Magic and Religion

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 Religious Studies is nine courses, one of which is the required REL 340 Imagining Religion.

- From Area A: 1 course
- From Area B: 1 course
- From Area C: 1 course
- From Area D: 2 courses
- REL 340, Imagining Religion (usually taken sophomore or junior year)
- From Areas A through E: 3 additional elective courses in Religious Studies, 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: CLSC 210, CLSC 318, CONN 332, ENGL 353, HIST 350, HIST 393, STS 370.

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

Requirements for the Minor

The minor in Religious Studies is five courses:

One course each from Area A, B, and C; and two additional Religious Studies 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 10.

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

SSI1/SSI2 102 Rhetoric and Religion

SSI1/SSI2 150 Exploring Bioethics Today

SSI2 162, Mary and 'Aisha: Feminism and Religion

SSI2 168 Zen Insights and Oversights

Other courses offered by Religious Studies Department faculty.

See *Connections in the Core Curriculum* section of this Bulletin for course descriptions (page 24).

CONN 318 Crime and Punishment

Satisfies the Connections core requirement.

CONN 322 Jihad and Islamic Fundamentalism

Satisfies the Connections core requirement.

CONN 344 Magic and Religion

Satisfies the Connections core requirement.

HUM 368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism

Satisfies the Connections core requirement.

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

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.*

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.*

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 every semester.*

205 Introduction to Jewish Studies This course introduces students to some important themes, histories, and ideas in the study of Judaism. It poses the question, “What does it mean to be Jewish?” And it provides multiple, contested answers. It begins with modern American Judaism. In the first weeks, we will study the forms of Jewish religiosity, culture, and art that arose in 20th century America. Then, we will take a giant leap back to study the Hebrew Bible, the Rabbinic traditions, and medieval Jewish philosophy and mysticism. We will pay special attention to themes of sexuality and gender, food, and ritual, particularly as they relate to identity formation. Students study the relationships between Jews and religious others. As we move into the early modern and modern periods, we will focus on the lived experience of Jews in Europe. Then, we will study the rise of nineteenth and early twentieth century Zionism, anti-Semitism, Nazism, and the Shoah (Holocaust). Before we end, our penultimate stop will be texts on the creation of the State of Israel and theology in the wake of the Shoah. Finally, we will return to America, where we will study the histories and cultures of African American Jews. *Satisfies the Humanistic Approaches core requirement. Offered frequently.*

208 Yoga, Psychedelics 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.*

210 Comparative Christianities This course provides an introduction to Christianity, or rather, ‘Christianities.’ To understand the diversity within Christianity, the course compares and contrasts various historical and contemporary traditions in Christianity: Gnosticism, the Eastern Orthodox Church, medieval Western Latin Christianity, Protestantism in

the sixteenth century, African-American Christianities, Pentecostalism, liberation theology, and Christian fundamentalism in the United States. Students come to realize that there is no one single, monolithic ‘Christianity,’ but instead a variety of Christianities which vary geographically, historically, and culturally. The course also examines the way in which gender, race, and class affect religious perspectives upon the human experience. It concludes by examining two social issues which Christians today debate, homosexuality and the ordination of women. *Satisfies the Humanistic Approaches core requirement. Offered occasionally.*

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.*

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 frequently.*

215 Religion and Queer Politics What has been the role of religion in gay, bisexual, transgender and queer (LGBTQ) politics? This course challenges the dominant picture of entrenched opposition between queer lives and religious traditions, and it investigates the complexity and variety of queer and religious engagement during the twentieth- and twenty-first centuries. This course covers the historical emergence of sexual and gender identity communities in the United States and the attendant formations of established religious teachings as backdrop and critical context for both opposing and supportive religious involvement LGBT politics. The course examines anti-queer religious responses but also spends significant time covering queer-inclusive religious advocacy, including liberal religious involvement in gay liberation, the formation of queer inclusive churches and synagogues and new spiritual communities such as the Radical Faeries, and religious involvement in political causes from AIDS/HIV activism, hate crimes legislation, and same-sex marriage. *Offered occasionally.*

220 Spirituality and the Self What does Beyonce’s Lemonade share in common with St. Augustine’s Confessions? What does Harry Potter teach about spiritual self-mastery? This class investigates contemporary narratives and practices of personal transformation in conversation with themes from classical writings about spiritual experience, highlighting how today’s efforts to transform the self borrow from longstanding religious

themes. This course helps students develop critical perspectives for analyzing religious and spiritual influences within contemporary culture, including cultural products and practices that seem not to be religious. At the same time, students also reflect personally on how their own routines and aspirations—from media consumption practices to working out—might be seen and analyzed with those same critical tools from the study of religion. Texts include selections from J.K. Rowling; Harry Potter and the Sorcerer's Stone, Julian of Norwich's Revelations of Divine Love; Martin Buber, I and Thou; The Autobiography of Malcolm X; B.K.S. Iyengar, Light on Life, James Baldwin, The Fire Next Time, and others. *Satisfies the Humanistic Approaches core requirement. Offered occasionally.*

231 Korean Religions and Culture This course examines Korean religions and culture through anthropological, sociological, and historical analysis. It surveys major religious traditions of Korea (i.e. shamanism, Confucianism, Buddhism, and Christianity) and several new religious movements including Tonghak, Unification Church, and North Korea's Juche. The course examines impacts of Korean religions on social, political, and economic change in contemporary Korea society. The class explores a variety of religious elements that are deeply embedded in contemporary Korean culture through an examination of Korean film. Topics covered include Korean food and religion, evangelical Protestantism and gender, family ritual, geomancy, the democratic movement, Korean music, the Korean wave, traditional Korean medicine, Korean diaspora, and Korean religious views on afterlife. Course materials include Korean films, television shows, and other visual materials. Crosslisted with ALC 231. *Satisfies the Humanistic Approaches core requirement. Offered frequently.*

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.*

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.*

265 Thinking Ethically: What is Justice? This course provides students with tools of ethical analysis so that they can think critically about pressing contemporary moral issues through the lens of justice.

The course focuses on ethical methods from world Christianity and western philosophy. The course introduces both ethical theories and modern justice theories, and examines multicultural perspectives of the long-standing religious and philosophical understanding of justice. It analyzes how social justice concepts have been applied in different cultural contexts, including non-western communities. Students examine different models of justice and their implications for contemporary moral issues (e.g. healthcare, social welfare, racism, war, capital punishment, human rights, immigration, refugees, property rights, and the environment). The class includes interactive lectures on justice theories and students actively participate in discussions on selected case studies. Course readings include excerpts from Aristotle, Aquinas, Mill, Pope, Locke, Calvin, Kant, Rawls, Sandel, Nussbaum, Singer, and Hauerwas. Crosslisted with AFAM 265. *Satisfies the Knowledge, Identity, and Power graduation requirement. Offered frequently.*

270 Religion, Social Movements and (in)Justice in the United States How do collective groups of people resist, challenge and radically change the status quo? What is a social movement, and what role does religious belief, practice and identity play in social and political change? This class focuses on how religion intersects with questions of power, resistance, and identity in American social movements. Polls tell us America is, by far, the most religious of the industrial democracies, and our often contentious politics reflect that: the debates over women's reproductive rights, the 1980s rise of the Christian Right, and our still-heated clashes over "moral values" are only its more obvious manifestations. Similar claims have suffused American history: the abolition, suffrage, and temperance movements all had deeply religious dimensions; the Progressive Era was powerfully shaped by the Social Gospel movement; many in the civil rights and anti-war efforts of the 1960s drew on deeply-held religious imperatives to challenge existing structures of power and enact social change. This course examines how religion has been central to historical and contemporary social movements like Immigrant rights, Black Lives Matter and Occupy. *Offered occasionally.*

272 Public Health Ethics This course is an introduction to public health ethics in health policy and bioethics. It explores a broad spectrum of legal and public health contexts to demonstrate how religious and cultural factors affect health. Students analyze religion and culture as social determinants of health in various case studies. Case studies range from tobacco control laws to public health in religious communities. Course topics include vaccination, HIV/AIDS, sex education, racism and health, recreational use of marijuana, health of refugees, genetically modified organisms, drug pricing, gene patenting, PTSD, food policy, tobacco control, alternative medicine, and experiences with spirituality and healing. The class design utilizes a participatory, student-centered approach to classroom learning. Course materials include religious literature, legal cases, and public health literature. *Crosslisted with BIOE 272.*

292 Basics of Bioethics This course is an examination of Western philosophical and religious understandings of moral issues brought on by advances in health care, science and technology. In this course, students will learn the "Principles approach" to bioethics, as well as other ethical approaches to the difficult moral issues raised by contemporary medical science and its clinical applications. To that end, case analysis will be used extensively in this course. The course is designed to help facilitate connections for students between medical/scientific advances, ethics, religious values, and American public policy about technology and health care. Each class session will alternate between theoretical and medical/scientific considerations, and the concreteness of bioethical case analyses. *Students who have credit for SSI1/SSI2 150 and are considering*

this course should consult with the instructor. Cross-listed as BIOE 292. Offered frequently.

300 Japanimals: Power, Knowledge, and Spirituality at the Intersection of Species What do the lamb of God and White Buffalo Woman have in common? For one thing, they illustrate the some-times-blurry intersection of humans, animals, and the divine; for another, they illustrate the powerful role played by animals in the religious imagination. As the French anthropologist Claude Levi-Strauss once remarked, “animals are good to think.” As others have pointed out, they’re also good to eat, ride, look at, hunt, train for battle, make things out of, and keep as companions. In religion, animals have additionally served as sacrificial offerings, totems, signifiers of purity and pollution, and foreshadowers of the apocalypse. In this class students begin to trace the vast interplay between human and non-human animals in the history of religion. Drawing from the emerging field of Critical Animal Studies, Japanimals weaves together rigorous critical theoretical inquiry with case studies drawn broadly from the history of religions, with a particular focus on case studies from Japan. Students emerge from this course able to articulate how different religious traditions have viewed animals, how religions have influenced modern conceptions of animals, and how religious traditions may (or may not) provide resources for addressing contemporary challenges facing human and non-human animals. *Offered every other year. Crosslisted with ASIA 300. Prerequisite: one course in Religious Studies or permission of instructor.*

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. *Satisfies the Connections core requirement. Offered frequently.*

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 incarceration, immigration, sexuality, disability, race, and other issues of “difference.” *Offered occasionally.*

303 Sexuality and Religion This course explores the intertwined histories of religion and sexuality in the twentieth- and twenty-first century United States, with attention to transnational contexts and global politics. These two categories—religion and sexuality—are often portrayed as oppositional forces, with sexual progress pitted against religious resistance. This course reappraises this relationship of opposition through a series of historical case studies, which highlight the plurality of religious investments in changing constructions and practices of sexuality. *Offered occasionally.*

305 Marxism and the Messianic The seminar focuses on the thought of Walter Benjamin, including a selection of texts commonly referred to as Benjamin’s “messianic” or “theological” writings. Benjamin’s life,

work, and influence represent a remarkable nexus of aesthetic theory, cultural critique, Western Marxism, and Jewish mysticism. The course is especially aimed at laying bare the messianic structure of his thought as most clearly demonstrated in his early essays “Critique of Violence” and “The Task of the Translator,” both published during his lifetime in 1921 and 1923. Themes include: a-theology, messianic time, utopia, apocalypse, redemption, political-theology, dialectical image, profane life, “bare life,” nihilism, violence, transcendence, and the destructive character. *Offered occasionally.*

307 Prisons, Gender and Education What is the relationship between the university and the prison? How does college in prison raise questions of authority, power, and privilege? Students participate in an experiential learning class that combines academic content and weekly participation in a college program at the Washington Center for Women. Students spend 3 hours per week in study halls as part of the Freedom Education Project Puget Sound (FEPPS), a signature initiative of the University of Puget Sound and a non-profit that offers a rigorous college program leading to an Associate of Arts and Science degree for 148 incarcerated women. Weekly class time includes discussion and analysis of topics such as prison pedagogy, the ethical and political dimensions of higher education in prison, the racialized dimensions of mass incarceration, gender, sexuality in the prison, and the history and theory of punishment in the United States. *Satisfies Knowledge, Identity, and Power graduation requirement. Offered frequently.*

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.*

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.*

315 Modern Jewish Thinkers This course acquaints students with major Jewish thinkers in the modern and contemporary periods. The course begins by asking what makes a thinker Jewish? What makes a Jewish thinker modern? After a brief overview of major themes in Jewish ethics, students begin their exploration with a study of Baruch Spinoza’s rationalist challenge to Judaism that results in the quintessential modern question, who is a Jew? Students then turn to Jewish responses to the Enlightenment, emancipation, nationalism, and new forms of antisemitism. These responses include a variety of Zionists, socialist Jews, existentialists such as Martin Buber, and mystics and social activists such as Abraham Joshua Heschel. The course then studies post-Holocaust Jewish ethicists, Jewish feminists, and contending views on Jewish liberation. *Offered occasionally.*

320 Reproductive Ethics This course examines various religious, legal, and moral issues surrounding reproduction and assisted reproductive technologies. It surveys how religious beliefs, doctrines, and practices have influenced patients' reproductive decisions, clinicians' medical decisions, and the reproductive healthcare system. The course analyzes tensions related to curtailing or enhancing fertility in the United States. Moral issues surveyed in this course include reproductive rights, contraception, abortion, prenatal diagnosis, assisted reproduction, surrogacy, genetic engineering in assisted reproduction, and the delivery of reproductive healthcare. It also covers legal aspects of reproductive medicine. Students actively participate in discussion, debate, and role-playing based on assigned readings. Readings include religious texts, bioethics literature, feminist literature, and legal cases. *Offered frequently.*

321 Sexuality and 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.*

323 Gender and Sexuality in Muslim Societies This course examines multiple configurations of and debates about gender and sexuality in Muslim societies. Topics covered include gender in the Qur'an, sex in Sufi poetry, Islamic laws on sexuality and gendered difference, masculinity, non-binary genders, and queerness in disparate Muslim contexts. The course will also explore links between some feminisms and imperialism, the ways that colonialism has shaped gendered discourses, and the ties between Islamophobia, homophobia, and foreign interventionism. Students will be immersed in art, ethnographic accounts, legal literature, theology, and film about these topics. *Satisfies the Humanistic Approaches core requirement. Satisfies Knowledge, Identity, and Power graduation requirement. Offered frequently.*

325 New Religious Movements What makes a religious movement new? Why do we use this designation for some movements and not others? This course will examine a series of new religious movements that have emerged within the last 150 years: The Native American Church, Scientology, the Nation of Islam, the Raelians, Neo-Pagan Witchcraft, Scientology, Rajneesh, the Branch Davidians, Falun Gong, Jonestown, UFO movements, and Heaven's Gate. In the process, we will examine the relationship between NRMs and consumer society and new technologies. We will also focus on how gender, sexuality and race shape the beliefs and practices within NRMs. In the course of our discussion, we will ask: why is it that religion has not in fact waned as a global force but instead become even more powerful? Why do some religious movements become linked to political violence and terrorism? As we will see, however, the so-called "New" is perhaps not so very new after all, but in many ways simply the latest expression of a long tradition of religious belief in the United States.

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.*

330 Religious Freedom in the United States Should American religious history be told as story of increasing diversity and freedom? This course surveys the changing meanings of religious freedom in the United States from the early nation to the present day. Students consider key primary sources—founding documents, court cases, political cartoons, accusations, and apologetics-- and weigh these alongside the arguments of scholars in religious studies. These include historian William Hutchinson, who argues that pluralism in the United States is an ongoing legacy of the nation's founders, as well as law professor Winifred Fallers Sullivan, who contends that the structures intended to protect religious expression have made religious freedom a practical impossibility. Students develop their own arguments in this debate through a research project that analyzes a historical or contemporary controversy over religious freedom. *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.*

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.*

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.*

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 fall.*

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.*

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.*

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. *Offered occasionally.*

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 and Queer Studies. Offered frequently.*

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 Religious Studies and permission of the instructor. Offered occasionally.*

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.*

430 The Politics of Living and Dying How are living and dying understood in contemporary critical theory and religious studies? In what ways are the lives and deaths of humans and nonhumans governed by economic logics? Whose lives are privileged over others and with what consequences? How are certain bodies made killable and others grievable? How are precarity and vulnerability related to fear and violence? How do we live and die well, and who has this privilege? This seminar interrogates these and other questions with attention to race, gender, species, ability, and other sites of perceived difference. This course asks students to theorize real-world moments of living and dying—of 'making live' and 'letting die'—to understand the deeply political nature of life and death as differential moments on a continuum of being. Students can expect to explore pressing contemporary issues such as mass incarceration, solitary confinement and 'civil death,' slavery and commodifying life; end-of-life care and euthanasia; and the role of the visual in torture at Guantanamo and Abu Ghraib. *Prerequisite: two (2) Religious Studies courses.*

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 Religious Studies 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 Religious Studies and permission of instructor. Offered frequently.*

456 Ethics and Postmodernity This advanced seminar for Religious Studies 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 Religious Studies or permission of instructor. Priority given to upper-level Religious Studies majors; open to other students with permission of instructor. Offered occasionally.*

460 Religious Technologies This advanced seminar theorizes the intersections of religion and technology as a critical site for exploring broad topics in religious studies. The course will take various approaches to relations among religion, technique, and knowledge production: we examine rhetorical constructions of the religious and the technological; explore religious influences on invention and scientific progress; analyze spiritual ideals and contemporary machines; and theorize ways that religious practices and traditions operate as techniques and specialized knowledges. Course topics will include steam-propelled engines and electromagnetism, physical regimens and body modification, cartography and cyberspace, confession and self-help. With attention to interdisciplinary method, students will also work on a specific project throughout the semester that proceeds through topic selection, question formulation, research, analysis, and argumentation to produce a final research paper. *Prerequisite: Two courses in REL and instructor permission. Offered occasionally.*

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 Religious Studies or permission of instructor. Offered occasionally.*

495/496 Independent Study

SCIENCE, TECHNOLOGY, AND SOCIETY

Professor: James Evans; Kristin Johnson, *Director*

Associate Professor: Amy Fisher (on leave spring 2020)

Advisory Committee: James Evans, *Physics/Science, Technology, and Society*; Amy Fisher, *Science, Technology, and Society*; Barry Goldstein, *Geology*; Wade Hands, *Economics*; Suzanne Holland, *Religious Studies*; 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 committee usually seeks a balance between breadth of coverage and focus in the student's particular area of interest. The committee will also ensure that there is sufficient concentration in STS courses (in distinction from courses in cognate disciplines that are accepted as electives). 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 12 units distributed as follows:

- 1. Introductory Surveys:** 2 units.
STS 201 Introduction to Science, Technology, and Society I: Antiquity to 1800; and
STS 202 Introduction to Science, Technology, and Society II: Since 1800. Preferably taken in the first or second year.
- 2. Methods course:** 1 unit.
STS 350 The Interdisciplinary Study of Science and Technology. Preferably taken in the fall semester of junior year.
- 3. Philosophy and Science:** 1 unit.
One course chosen from PHIL 332 Philosophy of Science; or PHIL 220 Seventeenth- and Eighteenth-Century Philosophy. (A different course in philosophy can be approved by the STS director.) Preferably taken in the spring semester of junior year.

4. **Electives:** 5 units.
See the list of electives below. Students must take at least one course each from categories one, two, and three. The remaining two courses can be taken from any of the three categories.
5. **Ancillary Courses:** 2 units.
Two courses in the natural sciences. Preferably in the same natural science. Preferably taken in the first or second year.
6. **Capstone course:** 1 unit.
Taken in spring semester of the senior year.
STS 480 Senior Research Seminar in STS.

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.

Each year, the STS program will name one graduating major a Mott Greene Research Scholar for a distinguished senior research project. All graduating majors are eligible to be considered for Honors in the Major.

Requirements for the Minor

A minor consists of 6 units distributed as follows.

1. **Introductory Survey:** 1 unit.
One course chosen from STS 201 Introduction to Science, Technology, and Society I: Antiquity to 1800; or STS 202 Introduction to Science, Technology, and Society II: Since 1800
2. **Electives:** 3 units.
See the list of electives below. Students must take at least one class from each of the three categories.
3. **Methods course:** 1 unit.
STS 350 The Interdisciplinary Study of Science and Technology

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 100 Apes, Angels & Darwin
STS 301 Technology and Culture
STS 314 Cosmological Thought
STS 330 Evolution and Society Since Darwin
STS 344 Ecological Knowledge in Historical Perspective
STS 345 Science and War in the Modern World
STS 347 Better Living Through Chemistry
STS 348 Strange Realities: Physics in the Twentieth Century
2. Special Topics in Science, Technology, and Society
CONN 357 Exploring Animal Minds
CONN 410 Science and Economics of Climate Change
ECON 365 Economics and Philosophy

- ENGL 348 Illness and Narrative
HIST 317 European Intellectual History, 19th and 20th Centuries
PHIL 220 Seventeenth- and Eighteenth-Century Philosophy
PHIL 330 Epistemology: The Theory of Knowledge
PHIL 332 Philosophy of Science
SOAN 360 Sociology of Health and Medicine
STS 310 I, Robot - Humans and Machines in the 20th and 21st Centuries
STS 318 Science and Gender
STS 325 Highway to History: A Study of the Automobile Industry
STS 340 Finding Order in Nature
STS 352 Memory in a Social Context
STS 354 Murder and Mayhem under the Microscope
STS 361 Mars Exploration
STS 366 History of Medicine
3. Policy and Values in Science and Technology
BUS 478 Environmental Law
CONN 320 Health and Medicine
CONN 393 Cognitive Foundations of Morality and Religion
ENVR 325 Geological and Environmental Catastrophes
ENVR 335 Thinking about Biodiversity
HIST 364 American Environmental History
PHIL 105 Neuroethics and Human Enhancement
PHIL 285 Environmental Ethics
PHIL 292/BIOE 292 Basics of Bioethics
REL 292/BIOE 292 Basics of Bioethics
SOAN 352 Work, Culture, and Globalization
STS 302 Cancer and Society
STS 324 Science and Race: A History
STS 333 Evolution and Ethics
STS 370 Science and Religion: Historical Perspectives
STS 375 Science and Politics
STS 378 Weapons of Mass Destruction

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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI1 119 Einstein and Everything

SSI1 181 Science and Theater

SSI1/SSI2 153 Scientific Controversies

SSI2 149 Creationism vs Evolution in the U.S.

SSI2 159 Evolution for All

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

301 Technology and Culture

302 Cancer and Society

314 Cosmological Thought

318 Science and Gender

330 Evolution and Society Since Darwin

333 Evolution and Ethics

340 Finding Order in Nature

345 Science and War in the Modern World

347 Better Living Through Chemistry

348 Strange Realities: Physics in the Twentieth Century

352 Memory in a Social Context

- 354 Murder and Mayhem under the Microscope**
- 361 Mars Exploration**
- 370 Science and Religion: Historical Perspectives**
- 375 Science and Politics**

100 Apes, Angels, and Darwin Benjamin Disraeli described the question placed before society by Charles Darwin's work as follows: "Is man an ape or an angel?" This course examines the development of evolutionary thinking during the nineteenth century and the resulting debates over the "Descent of Man." It explores the relationship between Darwin's theory of evolution and the social, political and religious history of Britain and the British Empire in the nineteenth century. The course serves as an introduction to analyzing the interactions between science and society, with particular attention to how Darwin's theory intersected with debates over God, Science, Empire, Ethics, Race, Gender, Economics, and Politics. *Satisfies the Humanistic Approaches core requirement. Offered every other year.*

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.*

300 STEM, Society, and Justice 0.25 activity credit. This is a Special Topics course designed by students with the support of faculty to promote project-based learning for topics that do not fit within the rubric of an independent study or an existing full-unit course. The course broadly addresses themes related to STEM and social justice in a range of ways. Examples include designing a syllabus and seminar series on diversity in STEM or composing supplementary material for science courses on issues that relate to society and justice. *Pass/fail grading.*

301 Technology and Culture Science and technology revolutionize our lives, but memory, tradition and myth frame our response. Technology has powerfully shaped and altered human experience. In this course, students examine what is technology, how is our relationship with technology changing, how does technology shape our modern culture and, in turn, how does our culture shape our technology. Topics covered may include: the industrial revolution, the airplane, Julia Child's kitchen, the Chernobyl disaster, and the development of the internet. *Satisfies the Connections core requirement. Offered every other year.*

310 I, Robot—Humans and Machines in the 20th and 21st Centuries In the mid 20th century, science-fiction writer Isaac Asimov envisioned the world in 2029 filled with complex and autonomous machines, capable of caring for children and engaging in interplanetary travel, mining, and political and military action. In contrast to this fictional world, how and why did the real inventors of computers, cybernetics, and robotic machinery create these technologies? What future(s) did they imagine for their inventions, and how did they understand the relationship between humans and machines? Did they envision an Asimovian future or something completely different? Did these technologies challenge them to re-think what it means to be human? Why or why not? In this course, students investigate the history of these fields to develop a better understanding of technology, society, and values in the 20th and 21st centuries. *Offered every other year.*

324 Science and Race: A History This course examines the history of ideas about race in biology since the eighteenth century. Students study how and why knowledge about race has been constructed and used in particular contexts, and, in doing so, examine the complex relationship between science and society. *Satisfies the Knowledge, Identity, and Power graduation requirement.*

325 Highway to History: A Study of the Automobile Industry Although inventors in different countries and time periods contributed to the invention of the automobile, the car remains a symbol of American engineering and technological prowess, personal independence, adulthood, and social status. This course examines the intellectual and social history of the automobile in the United States and abroad. By analyzing cars as products of a large technological system, including, for example, tire manufacture, oil and gas production, road construction, gas stations, and a variety of other ancillary industries, this class investigates the social, economic, environmental, and cultural impacts of the automobile. *Offered every other year.*

344 Ecological Knowledge in Historical Perspective This course examines the history of both scientific ecology and recent movements to interrogate, question, and revise the West's understanding of nature, including Traditional Ecological Knowledge (TEK). In doing so the course places both defenses and critiques of Western science in historical context, with particular emphasis on potential implications for environmental policy. Students examine how the rise of conservation and environmentalism, responses to imperialism and colonialism, and debates over the role of activism and advocacy in science have influenced ecologists' work, identity, and organizations. In doing so students study the interaction between science and society, while considering the important insights a historical understanding of science can bring to understanding modern concerns and controversies. *Satisfies the Humanistic Approaches core requirement. Offered every other year.*

345 Science and War in the Modern World This course examines the connections between 20th century science (with particular emphasis on physics) and the effects of science on public policy, international relations, and the strategy and tactics of modern warfare. During the first

half of the 20th century, physicists' concepts of the universe changed as new fields of thought emerged: relativity, quantum theory, and eventually nuclear physics. At the same time, the interactions between scientists and governments evolved significantly, as the scope of war expanded and, in response, new technologies were integrated into war-fighting. The course focuses on the role that scientists played in the two world wars, culminating in the Manhattan Project, which produced the first atomic bombs. It also examines the consequences of scientific and technological advancements for the conduct of 20th century warfare, including the impact of trains and machine guns on the battlefields of the First World War and of tanks and airpower in World War II. After considering the development of the atomic bomb and the results of its use against Japan, the course moves to explore the role of nuclear weapons during the Cold War and in the 21st century, as well as the emergence of new science-based military technologies, such as cyberwar. *Satisfies the Connections core requirement.*

347 Better Living Through 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.*

350 Interdisciplinary Study of Science and Technology This seminar is required of all majors and minors in STS, but is also open to all students interested in the relationships between science, technology and society. Students study various approaches developed by historians, sociologists and philosophers of science and technology. The methods and approaches learned in this course provide a foundation for the STS Senior Seminar, in which students complete a substantial research project on a topic of their choice. For non-majors, the course offers an overview of how and why scholars have studied science and technology in different ways, and also provides an opportunity to practice thinking, talking and writing about science beyond traditional disciplinary boundaries. *Prereq: STS 201 or STS 202 or permission of STS Director. Offered every fall starting Fall 2020.*

354 Murder and Mayhem under the Microscope Why do people commit crimes and what role does forensic science play in determining who is culpable? Using a historical approach, this course examines the development of forensic science and criminology. It focuses on the history of forensic medicine and psychology, fingerprinting, toxicology, blood typing, DNA evidence as well as the role of expert witnesses in homicide investigations. It also includes a discussion of the legal issues surrounding what constitutes admissible evidence and how that has changed over time. *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.*

378 Weapons of Mass Destruction During World War I, teams of chemists, engineers, and military leaders in Germany, France, the United States and elsewhere worked to prepare chemical weapons that could be deployed on battlefields. The field use of chemical weapons proved to be difficult and unreliable so they were little used as combat weapons in World War II, though related chemicals were key tools of the Nazi holocaust. Chemical weapons have also been deployed often in smaller conflicts, including very recently. If the first world war was the chemists' war, the second was the physicists' and led to the development and use of nuclear weapons. Fortunately, there has not yet been a biologists' war, although germ warfare has been an active area of research by national governments. In the period after World War II, international efforts at controlling weapons of mass destruction, preventing their proliferation to other nations, and protecting stockpiles from falling into unauthorized hands has proved to be difficult and complicated. In this course students become familiar with the history of weapons of mass destruction and analyze humanitarian, political, and geopolitical arguments about their development and possible use. Students also learn to evaluate strategies for their control. *Offered every other year.*

480 Senior Research Seminar in STS In this course students will carry out original research and compose an extensive, original research paper on an approved topic, building on the approaches examined in STS 350. This will consist of the creation of an extensive annotated bibliography and research paper on an STS topic of each student's choice. *Prerequisite: STS 201, 202 and 350. Offered every Spring starting Spring 2022.*

490 Senior Seminar 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 research 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 project as a springboard. *Last offering will be Fall 2020.*

491 Senior Thesis Instructor permission required. *Note that achievement of a B+ or higher in STS 490 is required to register for STS 491. Last offering will be Spring 2021.*

492 Senior Thesis Seminar Students in this course build on research completed in STS 490 Senior Seminar to complete an extensive research project on an STS topic. Instructor permission required. Note that achievement of a B+ or higher in STS 490 is required to register for STS 492. *Last offering will be Spring 2021.*

SOCIOLOGY AND ANTHROPOLOGY

Professor: Gareth Barkin, *Chair*; Richard Anderson-Connolly; Monica DeHart, *James Dolliver National Endowment for the Humanities Distinguished Teaching Professor*; Andrew Gardner; Sunil Kukreja,

Associate Academic Dean and Dean of Graduate Studies; Benjamin Lewin

Associate Professor: Jennifer Utrata

Assistant Professor: Jason Struna (on leave fall 2019)

Visiting Assistant Professor: Lindsay Custer, Denise Glover

About the Department

The Department of Sociology and Anthropology is intended for students who wish to rigorously analyze and understand our modern, complex society. The faculty in the department of Sociology and Anthropology train students in the theoretical and conceptual foundations of each discipline. Upper-level courses apply that fundamental training to the study of contemporary social issues including education, the health care system, the media, inequality, the family, deviance, and urban phenomena. A global approach allows students to investigate these phenomena not only in the U.S. but also in Asia, India, Latin America, and the Arab world. Students are encouraged to complement their major or minor in Sociology and Anthropology with foreign language training and study abroad. Programs in Mexico and Southeast Asia are directed by faculty in the department of Sociology and Anthropology.

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 faculty attempt 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.

Student Learning Objectives

Upon completion of their studies in Sociology and Anthropology students should be able

- to take a multidisciplinary approach to problems
- to model phenomena with relevant theory and concepts
- to shift between multiple levels of analysis
- to gather data via multiple methodological tools
- to assess the quality of empirical data
- to run statistical tests and draw appropriate inferences
- to conduct independent research
- to write clearly and persuasively
- to make effective oral presentations

A major in Sociology and Anthropology develops 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, public health, law, criminology, counseling, or public policy. Furthermore, the major is a rewarding end in itself, providing students with valuable experiences for their intellectual growth.

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 ten courses:

Required Courses: 101, 102, 295 or 296, 298, 299, 490.

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.)

Beginning Fall 2019, SOAN 301 is no longer required for SOAN majors. SOAN 301 is now an upper-division elective course in the major, and will be credited as such. 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: 101, 102, 295 or 296 and three electives, one of which must be at the 300 or higher level. (CONN 335 and CONN 480 can each be used as one of the 300-level or above electives.)

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 10.

Seminars in Scholarly Inquiry. See *Seminars in Scholarly Inquiry in the Core Curriculum section of this Bulletin for course descriptions (page 10).*

SSI1 167 Learning from Indigenous Societies

SSI1 174 Lethal Othering: Critiquing Genocidal Prejudice

SSI1 154 The Anthropology of Food and Eating

SSI1 161 Social Order and Human Freedom

Other courses offered by Sociology and Anthropology

Department faculty. See *Connections in the Core Curriculum section of this Bulletin for course description (page 24).*

ASIA 344 Asia in Motion

Satisfies the Connections core requirement.

CONN 335 Race and Multiculturalism in the American Context

Satisfies the Connections core requirement.

CONN 395 China and Latin America: A New Era of Transpacific Relations

Satisfies the Connections core requirement.

CONN 397 Migration and the Global City

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.

101 Introduction to Sociology This course is designed to introduce students to the field of sociology. Sociology is a broad discipline which, at its core, constitutes the scientific study of society. Students in this course are exposed to basic concepts, theories, and methods used in modern sociology. Upon successful completion of Introduction to Sociology, students have a basic understanding of the sociological perspective and the ways in which the discipline frames human behavior at all levels, from a brief encounter of two strangers to global social systems. The course also provides students with specific sociological tools that they can use to better understand their world; the theories, concepts, and ideas covered in this class will help students to recognize the connection between self and society, biography and history, as well

as the individual and social structures. *Satisfies the Social Scientific Approaches core requirement. Satisfies the Knowledge, Identity, and Power graduation requirement.*

102 Introduction to Anthropology This course introduces students to the discipline of anthropology, with an intent focus on the sub-discipline of cultural anthropology. Students gain an understanding of the methods, theories, and debates that characterize cultural anthropology through a critical exploration of the concept of culture, the central frame through which anthropologists grapple with gender, ethnicity, politics, economics, religion, tradition, technology, identity, globalization, and much more. The fundamentally cross-cultural, cross-temporal, holistic orientation of anthropology makes it unique among the disciplines, and its practitioners try to broaden any discussion of human beliefs and practices to include examples that are as diverse and varied as possible, while insisting on a singular, underlying, and universal “humanity.” The course draws on ethnography, a term that applies to both the immersive field research that anthropologists engage in, as well as the written analyses of cultures that anthropologists produce to better understand how culture and representations of culture structure relationships of power and inequality in the contemporary world. *Satisfies Humanistic Approaches core requirement. Satisfies Knowledge, Power and Identity graduation requirement. Prerequisite: Students who have SOAN 102 transfer credit may not take this course.*

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.

206 Theories of Deviance and Social Control This course offers an in-depth exploration of multiple theories of deviance and social control. Each section of the class is organized around a particular theoretical orientation; each theory will elucidate both how deviance happens and the mechanism of social control that align with that particular theory. Every theory covered in this course is situated within a social, historical, and political context. Social and scientific theories are socially constructed, and thus, the context in which they emerge and exist is fundamental to their basic understanding. Students also learn how to use this diverse set of theories to make sense of how knowledge, power, and inequalities are all fundamentally tied to the ways in which a society comes to define and control deviance. As the semester progresses, students synthesize and integrate these theories to allow for a deeper, holistic understanding of deviance and social control. *Prerequisite: SOAN 101. 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 City and Society More than half of all humans on earth now dwell in cities, and urban life is almost certainly an integral aspect of our collective future. This course introduces students to the sociological and anthropological study of the city through an examination of the theories, concepts, and frameworks social scientists have deployed in seeking to understand cities. This examination includes a focus on urbanization, or the underlying processes by which cities emerge, and on urbanism, or the character of life in an urban built environment. The geographical focus of the class ranges from global cities in other parts of the world to the American cities with which students are familiar. This course includes a fieldwork component that requires students to explore the themes they encounter over the semester in the urban context of Tacoma.

215 Race and Ethnic Relations The goal of this course is to provide an introduction to the forms of difference and inequality reflected, constructed, and reproduced through notions of race and ethnicity. It asks: what are the forms of knowledge, practices, institutions, and values that have informed the nature and meaning of race and ethnic relations in both the US context and globally? Using a historical, theoretical, and comparative approach, the course examines both the origins of contemporary race and ethnic categories and the way those categories have been reconfigured and deployed over time and space as part of diverse political, social, and economic projects. Drawing on specific cases, students explore how notions of race and ethnicity intersect with other forms of difference, such as class, gender, and national identity. Through engagement with sociological/anthropological analyses of race and ethnic difference, the course thus provides students with a conceptual and theoretical toolbox with which to critically examine contemporary race and ethnic relations and engage in informed debate about their implications. *Satisfies the Knowledge, Identity, and Power graduation requirement.*

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 occasionally.*

240 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. *Offered occasionally.*

280 Archaeological Foundations As one of the four fields of anthropology, archaeology seeks to uncover artifacts and the material culture of human life in order to understand past civilizations and the long-term development of human societies across space and time. This course offers an introduction to the field of archaeology, providing an overview of its goals, theory, methods, and ethics. Students have the opportunity to learn and practice basic archaeological techniques, as well as to reflect on the significance of these techniques for understanding other peoples. Through study of specific cases, students are also exposed to some of the major debates that have shaped the field including, for example, questions of artifact authenticity, ownership, and repatriation; the reliability of diverse forms of knowledge and methods; the origins, evolution, and diffusion of human cultures; and the impact of new technology on archeological methods. *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. *Prerequisite: SOAN 101 or 102 or instructor permission.*

296 Anthropological Theory Anthropological theory sees the world through a disciplinary lens that focuses on culture—shared understandings—while looking broadly and holistically at the human condition across a broad range of times and places. This course invites students to “think anthropologically” as they become familiar with the various lines of thought that have characterized anthropology since its earliest days to the present. In addition, students also learn to grapple theoretically with a contemporary problem and articulate their thoughts on the issues in terms of relevant anthropological theorists. Examples of problems that could be considered in the course include the following: the issue of “ownership” of indigenous culture, the unresolved problems of multiculturalism, or the interrelationships linking globalization, terrorism, and genocide. The course involves heavy reading demands and is conducted seminar style with students expected to lead and contribute to class discussions on a daily basis. *Prerequisite: SOAN 101 or 102 or instructor permission.*

298 Social Research 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. *Prerequisites: SOAN 101 or 102 or permission of instructor.*

299 Ethnographic Methods Ethnography is the study of human cultures. Ethnographic methods are the constellation of research methods that anthropologists (and nowadays, many others) use in exploring, understanding, and writing about human cultures. This course introduces students to the methodological craft of ethnographic inquiry, and includes an examination of the historical development of this methodological toolkit, the theoretical implications of this approach to research, the ethical considerations paramount to ethnographic research, and the practical concerns involved in “doing” ethnography. Students will have the opportunity to practice and deploy these research methods in fieldwork settings in the greater Tacoma area. The course is structured around the design and implementation of an independent research project that utilizes these methods for anthropological inquiry. *Prerequisites: SOAN 101 or 102 or permission of instructor.*

301 Power and Inequality This course examines social and economic inequality in the United States and globally. The goal of the course is to understand the extent of inequality as well as the power structures that systematically distribute resources in a particular way. The course introduces concepts and theoretical approaches that are fundamental to the social sciences. The policy implications that emerge from these comparisons are also discussed. *Satisfies the Social Scientific Approaches core requirement.*

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.

306 The Archaeology of Climate Change Climate change has recently become shorthand for Global Warming, the clearcutting of rainforests, and the burning of fossil fuels. Yet while anthropogenic climate change on the global scale is indeed a modern phenomenon, climate change itself is nothing new, and human societies have been negotiating their natural world for millennia; adapting to changing conditions by inventing new technologies, adopting new social structures, and even modifying the landscapes around them. This course uses examples from around the world, including Africa, the Mediterranean, Australia, the Americas, Asia, and the British Isles to examine how past societies perceived and interacted with their environments. Aspects of collecting, analyzing and interpreting various climate proxies, and the theoretical foundations for interpreting their relevance to archaeological questions, will constitute major components of this course.

308 Visual and Media 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. This course focuses on visual forms of communication by analyzing and questioning how facts travel in the world through old and new media such as film, video, photography, including their digital forms. Students are introduced to the history of ethnographic film and contemporary changes that have widened the possibilities of visual anthropology beyond its early confines as a tool for illustration. Critical theory, methods, and ethical concerns are all part of the current refashioning of visual anthropology and are critical components of the class. Students will also be introduced to the emerging sub-discipline of media anthropology, which focuses on the intersections of culture and media consumption, production, and materiality. The class explores the history of media and cultural studies, and how they have informed contemporary media anthropological approaches. 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 102.*

310 Critiquing Education Measuring students, norming test results, ranking students and schools, and "racing to the top" are endeavors that produce, according to a competitive paradigm, not only triumphant winners, but also deficient losers. Are there better, more inclusive and more socially just ways to envision and carry out the mission of education? How else might stigmatized students – those who are often perceived only as marginalized, "broken," and in need of "fixing" – be seen and positively incorporated in school systems? This course explores these and related questions, using an anthropological approach to identify the possible riches as well as perceived liabilities "brought to school" by those students who often struggle disproportionately in most educational systems. They include students whose biopsychological functioning is different enough for them to be labeled as "disabled"; students who are poor or have access to very limited economic resources; aboriginal students still negatively affected by their parents and grandparents having been forced to live far from family and home in residential boarding schools; and students whose home language is either a language other

than English or a devalued variety of English. Class readings include both ethnographic accounts of such students' lived experiences as well as investigations of various proposed policies of school reform.

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 Southeast Asian field sites such as Yogyakarta, 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 Southeast Asia field portion of the course lasts approximately 18 days, beginning shortly after the semester ends, and features collaboration with Indonesian students and recent graduates on topics of mutual interest, including the intersections of cultural, environmental, political, and socio-economic fields. Puget Sound students stay in the dorms alongside Indonesian participants, and collaborate with them on research work. Two faculty members accompany the group, and ethnographic field work on topics developed and researched prior to departure will be conducted independently, but with faculty guidance. 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 102, application, and permission of instructor. NOTE: This course will require an 18-day field component in Southeast Asia, 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 102 (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 The field of criminology covers two main areas: (1) analysis of law-breaking and (2) investigation of the ways in which laws are made and enforced by the criminal justice system. The first seeks to answer the question, Why do people break (or follow) the law? The second asks, How is (criminal) law made and enforced? These issues are examined historically and cross-nationally but there is particular attention given to contemporary conditions in the United States, a country with a high rate of offending and probably the highest rate of incarceration in the world. In addition to investigating the variation in offending

and victimization, the course examines the extent to which the U.S. criminal justice system is biased against certain classes and groups. *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 120, or permission of instructor. Offered occasionally.*

316 Cultural Politics of Global Development This course examines how culture, identity, and ethics are implicated in economic development efforts around the globe and here at home. Through a critical examination of major development theories and their assumptions about the nature of the global system and the meaning of difference within it, the course explores whose ideas about development matter, how they manifest in terms of particular policies and politics, and what stakes they pose for different social groups. In particular, the course explores how race, ethnicity, gender, sexuality, health, environment, and education, among other things, have structured development differences. In doing so, the course interrogates the role that colonialism, science, capitalism, and activism have played in shaping development norms and challenges to them. The course engages interdisciplinary and cross-cultural approaches to development through a combination of theoretical and ethnographic texts, as well as experiential learning. This course counts as one of the core courses for the Global Development Studies Designation. *Not offered 2018-2019.*

318 Gender, Work, and Globalization The world is becoming increasingly interconnected, with the movement of people, capital, and cultures across borders transforming lives all over the globe. Yet globalization also shapes, and is shaped by, gender, class, race/ethnicity, age, sexuality, and other axes of difference and inequality. This course examines how gender relations are embedded in practices of globalizing capitalism. Not only does globalization shape the lives of men and women in distinct ways, but the social and economic changes accompanying globalization affect power relations involved in masculine domination. The course will examine key developments at the nexus of globalization and gender: the feminization of poverty, feminization of migration, and feminization of workforces which are consistent features of transnational production processes. Besides analyzing the gendered consequences of globalization, including how globalization shapes the lived experiences of women worldwide, it also foregrounds how gendered subjects constitute processes of globalization. Special attention is given to how gender shapes our ideas of what counts as “work”, both paid and unpaid, globally, as well as how gender permeates institutions, especially workplaces, but also the government and international organizations. *Offered occasionally.*

323 The Political, Economic, and Social Context of International Tourism In the contemporary world, tourism is often the foremost process that brings together people from different parts of the world, allowing those from vastly different societies 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 mate-

rial artifacts, ideas, and people across national and cultural boundaries. The two questions this course addresses throughout the semester are 1) what are the economic, political, social, cultural, and environmental impacts of tourism in low and middle income countries? and 2) what are the tradeoffs associated with tourism? In tackling these two questions the course examines a wide range of issues, including the political, economic, social, and cultural implications of tourism, the impact of global tourism on environmental and global conservation efforts, and tourism as a vehicle of social change and as a facilitator of cultural and material globalization. *Crosslisted with IPE 323.*

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 101, 102 or 295 strongly recommended. Offered occasionally.*

352 Critical Studies of Organizations, Work, and Management Changes in transportation, information, and communication technology, as well as artificial intelligence and automation are rapidly transforming occupational and commercial arrangements. These forces of transnational economic integration undermine conventional organizational and commercial forms, and in so doing alter the ways people execute work and management in many fields. This course examines these phenomena by focusing on work and management in different phases of product and service supply chains locally and globally, in addition to examining differences in experience of these processes on the basis of race, class, gender, nativity, and other intersecting social dimensions. *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 mor-

tality 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.

365 Global Health This course serves as an introduction to issues surrounding global health. Students explore multiple mechanisms that lead to health inequalities around the world, along with policies and interventions that aim to deal with issues of morbidity and mortality at a national and/or global scale. Topics covered in this course include, but are not limited to: the impact of globalization on the health of specific populations, socioeconomic contexts of disease, issues of infectious disease and nutrition, the interplay between culture and health, ethical and human rights concerns, and the role of NGOs and non-profits in global health.

370 Disability, Identity, and Power Disability studies offers perhaps the most trenchant critique of “the hegemony of the normal”—that is, the reification and privileging of certain numerical indices (for example, IQ score; body mass index; weight and height; complete blood count; range of motion; brainwave frequencies; and other such measurements which are then regarded as “better” or “worse” than comparable numbers). While certainly accepting the importance of such measurements in designing treatments and strategies to improve the quality of life for people living in pain, disability studies seeks to balance this “experience-distant” emphasis on “the quantified life” with “experience-near” insights. Thus disability studies seeks out, reflects on, and tries to incorporate and prioritize the meta-biological realities of the lived experiences of people with disabilities (defined here as lifelong or chronic biological and/or psychological impairments), especially in policy-making endeavors inspired by ideals of social justice. Hence this course focuses on issues of power, disparity, and diversity of experience and identities, particularly as these affect and are affected by the minds and bodies of individuals who “have” (or are socially close to people who “have”) conditions that mark them as “not normal”. Unlike studies done from the perspective of the healing professions, where non-normalcy is regarded as a condition to be helped or remedied, this course, following the perspective of disability studies, is less concerned with identifying and “fixing” deviation from some statistically defined ideal range, and more directly focused on socially grounded, ever-dynamic identity construction and its relation to emancipatory social change, especially when these processes involve confrontations between individuals with disabilities and the various social institutions (e.g. education, health care, legal and economic systems) they (or their caregivers) must deal with throughout their lives. *Satisfies the Knowledge, Identity, and Power graduation requirement.*

380 Muslim Cultures and Communities Islam has significant influence on a broad array of nations, ethnic groups, and local expressions of culture, and plays a role in shaping societies’ politics, economics, and law. Taking a practice-focused, anthropological perspective on the study of religion, this course examines the many ways in which culture and society have been co-influenced by Islam in different parts of the world, including here in the Pacific Northwest. The objective of this course is to move beyond stereotypes and essentialization to better understand the diverse, lived experience of Muslims around the world, and the ways that collaborative, ethnographic social science can help in understanding Islam as a way of life. The course aims to help students develop a critical awareness of the ways Muslims’ understandings of their faith can be mediated by social, economic, and political phenomena. Students further explore representational politics and power relations surrounding Islam, and how Western powers have historically represented the Islamic world and Muslims, both at home and abroad.

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.

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 In this capstone course students bring together their previous conceptual, theoretical, and empirical knowledge and skills in sociology and anthropology in order to propose and ultimately answer a social-scientific research question. Much of the work is done independently while under the supervision of the thesis instructor. *Prerequisites: SOAN 101, 102, 295 or 296, 298, 299. Section A offered only Fall semester and must be combined with SOAN 491. Section B offered only in spring semester.*

491 Senior Research Seminar In this capstone course students bring together their previous conceptual, theoretical, and empirical knowledge and skills in sociology and anthropology in order to propose and ultimately answer a social-scientific research question. Much of the work is done independently while under the supervision of the thesis instructor. *Prerequisite: SOAN 490.*

494 Research Assistantship Conducting original, independent research is central to the experience of the Sociology and Anthropology major. This activity credit course pairs a student with a SOAN professor to collaborate on a sociological or anthropological research project in progress. In the capacity of research assistant, the student contributes to the project through tasks that may include interviewing, interview transcription, survey administration, data indexing, data summary, bibliographic research and literature review, data coding, data input, and research briefs. Specific details for each project will be specified in a written proposal prepared by the student and professor and approved by the department chair. The proposal will (a) articulate the nature and aims of the research project; (b) set forth the terms of the work to be undertaken by the student; and (c) identify the desired research skills and objectives to be pursued. At the end of the semester, the student prepares a written summary of the experience, reflecting on skills obtained, challenges faced, knowledge acquired, and experiences gained through the assistantship. *Prerequisites: SOAN 101 and 102 and instructor permission. Pass/fail only.*

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.*

SPANISH

Students interested in a major or minor in Spanish should consult the Hispanic Studies section in this *Bulletin*.

SPECIAL INTERDISCIPLINARY MAJOR

The purpose of the Special Interdisciplinary Major (SIM) is to permit exceptional students to complete a degree at Puget Sound through a course of study that draws upon the curricula of two or more departments, schools, or programs. The SIM may be in a recognized interdisciplinary field or in an emergent field. The course of study is designed by the student in concert with a multi-disciplinary faculty committee. The plan of study must present a coherent program in the liberal arts and include strong methodological grounding in the relevant disciplines. The plan of study must also include upper-division coursework sufficient for the student to develop knowledge and analytic tools sophisticated enough to permit interdisciplinary synthesis. The student must demonstrate this knowledge and analytical skill by preparing and publicly presenting a senior thesis or project.

The purpose of a SIM is not to dilute an existing major, but to allow students to pursue areas of study that cannot adequately be addressed through existing majors, minors, and programs. For some students the pursuit of a SIM may be preferable to the completion of a double major.

The SIM is supervised by a principal advisor from a relevant department with a committee of two or more other faculty members. At least one of the committee members must have their primary appointment in a different department or program from that of the principle advisor. All three committee members supervise implementation of the SIM, approve changes when necessary, and certify completion of the approved course of study.

Steps in the Development of a Special Interdisciplinary Major

Students interested in pursuing the SIM 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. At least one of the committee members must have their primary appointment in a department or program different from that of the principal 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. The student must also 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 sign-off indicating 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.*

STUDENT AFFAIRS COURSES

101 Introduction to Journalism 0.25 activity unit This course teaches students the basics of journalism writing. Hands-on activities and engaging in-class discussion are used to develop the skills to interview and properly attribute sources, write effective ledes, avoid the pitfalls of bias, structure thoughtful articles of varying genres and more. This course is strongly encouraged for writers and prospective writers for the university's student newspaper, *The Trail*, or other student publications in which writing experience is preferred. All students interested in journalism writing are welcome. *Pass/fail grading only.*

150/151 Posse Workshop 0 activity unit Students attend weekly workshops focused on college transition, campus leadership, career

development, and team building, among other topics. Students lead workshops on topics of their interest. Enrollment restricted to students in the first year of the Posse Program. *Pass/fail grading.*

250/251 Posse Workshop 0 activity unit Students attend weekly workshops focused on college transition, campus leadership, career development, and team building, among other topics. Students lead workshops on topics of their interest. Enrollment restricted to students in the second year of the Posse Program. *Pass/fail grading.*

STUDY ABROAD

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 (pugetsound.edu/studyabroad) for more information on Puget Sound's approved study abroad programs, procedures, and deadlines for studying abroad. To receive academic credit, students must select a program from the approved program list, complete the Puget Sound Study Abroad application by the Puget Sound Application deadline, and be approved to study abroad by the International Education Committee (IEC).

Application for Study Abroad

Students must be approved by Puget Sound in order to study abroad. For complete details on the application process, please visit pugetsound.edu/studyabroad.

THEATRE ARTS

Professor: Kurt Walls, *Director of Theatre Production*

Associate Professor: Sara Freeman, *Chair, Jess Smith (on leave spring 2020)*

Assistant Professor: Wind Woods

Visiting Assistant Professor: Robert "Quill" Camp

About the Department

Theatre Arts offers courses and creative activities in which students learn to **make, understand, and evaluate** theatrical events. In doing so, students acquire knowledge and skills that enable them to become **collaborative, informed, imaginative, and engaged** theatre makers, who – as artists, scholars, and citizens – will pursue paths after graduation in professional theatre, education, business, and other fields of endeavor. The faculty is committed to theatre as a liberal art and an emphasis on the total artist. Majors, minors, and non-majors develop skills and connect insights in acting, directing, design, production, dra-

maturity, research, and writing throughout their coursework, culminating in thesis projects presented as part of Senior Theatre Festival. Through participation in student- and faculty- directed productions, students ground their study of theatre in rehearsal 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.

The department annually offers scholarships for incoming and ongoing students. For information, visit the department website or contact the office administrator 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 and participate in Theatre Arts productions.

Senior Theatre Festival

Senior majors in the Department of Theatre Arts complete a culminating thesis project that requires the planning, execution, and evaluation of a four-show festival of plays, collaboratively produced. This Senior Theatre Festival is the capstone of experiential learning in the program, and draws on all areas of study in the major, while also mirroring many aspects of professional work in the field post-degree. Through an intense supervised process housed in the THTR 490 class, the senior class reads extensively, selects four full-length plays to produce, and determines which seniors will direct, design, dramaturg, and act in STF shows as their thesis project. This year-long ensemble process results in an April festival that is part of the department's mainstage season.

Theatre Arts faculty provide guidance, beginning with thesis-oriented readiness assessment during junior interviews. The faculty emphasizes that success in STF, particularly in key roles such as director and dramaturg, correlates with three distinct modes of achievement: maintaining at least a 3.0 GPA across all theatre classes; participating in a faculty directed show in a high responsibility production role; and a strong experience in the 313 Directing class.

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 215; 217; one unit of 250, 252, 254, or 256; 300 or 310; 313; 317; 371; 373; 490; and one additional THTR unit. MUS 220 or BUS 380 may be used to fulfill this elective.

Requirements for the Minor

Completion of the following 6 units: THTR 215; 217; two of the following: MUS 220, THTR 200, 250, 252, 254, 256, 371, or 373; 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 10.

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 10).

SSI1 152 Gender and Performance

200 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 Artistic Approaches core requirement.*

215 Fundamentals of Acting In this introductory course, students collaborate in the rehearsal and performance of scenes from contemporary plays. They engage mind, body, and voice in the fundamentals of acting: behaving truthfully in imaginary circumstances. In doing so, students develop greater confidence and awareness of the body and the voice as flexible instruments of communication. They acquire skills in relaxation, concentration, creativity, script analysis, and action execution, along with an introductory understanding of the Stanislavsky system of acting. Participation includes rigorous physical activity, vocal exercises, theatre games, improvisation, and scene work. All levels of experience welcome. *Students must also register for the 215 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.*

250 World Theatre I: African Diaspora Through the lens of tradition and innovation, students explore contemporary theatre of the African Diaspora with an emphasis on the plays of Suzan-Lori Parks. Students in this and all contemporary world theatre courses engage with and collaborate in a set of informed, imaginative explorations of plays with a particular emphasis on dramatic action. They work toward the completion of this goal by 1) investigating, in light of performance, a play's dramaturgy both from within (formally) and from without (historically, culturally); 2) by cutting, arranging, and producing scenes from plays they are studying; 3) by discovering formal and thematic threads that run through the plays, readings, and topics of the class; 4) by considering ways to increase the breadth and depth of theatre productions at Puget Sound through course work grounded in the Knowledge, Identity, and Power rubric. Although contemporary world theatre classes have similar learning outcomes and a common methodology, the plays and fields of study (e.g. African Diaspora, Asian Theatres, Voices of the Americas) differ from one class to another. Taught in rotation with THTR 252, 254, and 256. *Satisfies the Knowledge, Identity, and Power graduation requirement.*

252 World Theatre II: Asian Theatres Through the lens of tradition and innovation, students explore the dramaturgy of Asian theatres from classic forms (e.g., Noh drama) to contemporary plays by Asian American/Canadian authors. Students in this and all contemporary world theatre courses engage with and collaborate in a set of informed,

imaginative explorations of plays with a particular emphasis on dramatic action. They work toward the completion of this goal 1) by investigating, in light of performance, a play's dramaturgy both from within (formally) and from without (historically, culturally); 2) by cutting, arranging, and producing scenes from plays they are studying; 3) by discovering formal and thematic threads that run through the plays, readings, and topics of this class; 4) by considering ways to increase the breadth and depth of theatre productions at Puget Sound through course work grounded in the Knowledge, Identity, and Power rubric. Although contemporary world theatre classes have similar learning outcomes and a common methodology, the plays and fields of study (e.g., African Diaspora, Asian Theatres, Voices of the Americas) differ from one class to another. *Taught in rotation with THTR 250, 254, and 256. Satisfies the Knowledge, Identity, and Power graduation requirement.*

254 World Theatre III: Voices of the Americas Through the lens of tradition and innovation, students explore the dramaturgy of contemporary theatre from the Americas, north and south, including plays that speak to Latina/o experience. Students in this and all contemporary world theatre courses engage with and collaborate in a set of informed, imaginative explorations of plays with a particular emphasis on dramatic action. They work toward the completion of this goal (1) by investigating, in light of performance, a play's dramaturgy both from within (formally) and from without (historically, culturally); (2) by cutting, arranging, and producing scenes from plays they are studying; (3) by discovering formal and thematic threads that run through the plays, readings, and topics of this class; (4) by considering ways to increase the breadth and depth of theatre productions at Puget Sound through course work grounded in the Knowledge, Identity, and Power rubric. Although contemporary world theatre classes have similar learning outcomes and a common methodology, the plays and fields of study (e.g., African Diaspora, Asian Theatres, Voices of the Americas) differ from one class to another. *Taught in rotation with THTR 250, 252, and 256.*

256 Contemporary World Theatre Through the lens of tradition and innovation, students explore the dramaturgy of contemporary world theatre from the 1960s to the present with an emphasis on plays from North America and the United Kingdom. Students in this and all contemporary world theatre courses engage with and collaborate in a set of informed, imaginative explorations of plays with a particular emphasis on dramatic action. They work toward the completion of this goal (1) by investigating, in light of performance, a play's dramaturgy both from within (formally) and from without (historically, culturally); (2) by cutting, arranging, and producing scenes from plays they are studying; (3) by discovering formal and thematic threads that run through the plays, readings, and topics of this class; (4) by considering ways to increase the breadth and depth of theatre productions at Puget Sound through course work grounded in the Knowledge, Identity, and Power rubric. Although contemporary world theatre classes have similar learning outcomes and a common methodology, the plays and fields of study (e.g., African Diaspora, Asian Theatres, Voices of the Americas) differ from one class to another. *Taught in rotation with THTR 250, 252, and 254.*

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.*

300 The Actor and the Craft of Characterization This course begins with a deeper exploration of the theories within the Stanislavsky system of acting, focusing on psychological, emotional, physical, and intellectual processes that aid the actor when entering the world of the realistic play. The course then moves to physical approaches to character based in clown traditions as a bridge toward absurdism. Over the semester

students explore both physical and emotional approaches to developing characters and apply them to a range of dramatic styles in both lab and class work. Participation includes extensive scene work and rigorous physical and vocal activity. *Prerequisite: THTR 215. Students must also register for the 300 lab. Offered frequently.*

310 The Actor and the Classical Repertoire In this advanced acting course, students must engage in rigorous text analysis, rehearsal, and performance of a variety of classical texts including the Greeks, French comedies, and Shakespeare. In the weekly lab, students train in Lecoq-based movement exercises, commedia mask work, voice, and stage combat. In doing so, students practice integration of language with the body and breath with thought. By acquiring skills in scansion, rhetoric, period movement, and vocal release, students develop tools for making engaging and honest acting choices with rich texts. Participation includes extensive scene work and rigorous physical and vocal activity. *Prerequisite: THTR 215. Students must also register for the THTR 310 lab. Offered frequently.*

313 Directing This course serves as an introduction to the process of theatrical direction through in-depth course work and an intensive practicum. Students build a foundation in visual composition, script analysis, scene work, and collaboration, using the classroom as a laboratory to practice communicating vision and working with actors. Students then apply their directorial approaches in rehearsal while developing administrative skills as they produce a culminating festival of student-directed scenes from full-length plays for the public. *Prerequisites: Theatre Major; THTR 215, 300 or 310; and permission of instructor. Students must also register for the THTR 313 lab.*

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.*

323 Projects in Dramaturgy In this seminar, students gain a better understanding of 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 develop skills as theatre makers by participating 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. *This course may be repeated for credit. Prerequisites: THTR 200 or 215 and permission of instructor.*

325 Playwriting The course introduces students to the art and craft of playwriting by combining seminar and workshop formats in which members write, present, and revise monologues, dialogues, and sketches. Students work toward a final portfolio of this material as well as the completion of a short one-act play. The course also involves the analysis and discussion of published, produced plays; of conflict, suspense, characterization, plot, and other elements of drama; and of writing with actors, directors, producers, dramaturgs, and theatre audiences in mind. *Crosslisted as ENGL 325. Prerequisite: instructor permission. Offered every other year.*

371 Theatre History I: From the Origins of Theatre to the 17th Century Incorporating a discussion of theories on the origins of theatre, this course explores the development of Western and non-Western dramaturgical techniques from the earliest records of performance

through the Spanish Golden Age in Europe. Students examine the intersection of cultural history, theatrical practice, and dramatic literature by focusing on cultural context, the theatrical space, and performance conventions. Coursework includes scene reconstruction performances, research projects, oral presentations, and exams. *Offered fall semesters. Prerequisite: THTR 200, 250, 252, 254, or 256.*

373 Theatre History II: 18th Century to the Present 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. Coursework includes scene reconstruction performances, research projects, oral presentations, exams, and an exploration of the student's personal vision for theatre in the contemporary world. *Offered spring semesters. Prerequisite: THTR 250, 252, 254 or 256.*

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.*

490 Senior Theatre Festival Majors in Theatre Arts undertake a supervised thesis 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. For students in their final year of study. *Prerequisite: Theatre Arts majors only.*

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: permission of instructor.*

ADMINISTRATIVE POLICIES

It is the responsibility of students to comply with the academic and administrative policies and procedures relating to their course of study at the university as found in the University *Bulletin* and the online *Student Handbook*.

Although the university intends to be fair in the application of its rules, a student may petition the Academic Standards Committee for the waiver of a university policy provided the student can demonstrate extenuating circumstances and a reasonable alternative. Petitions will be approved only when, in the opinion of the committee, approval does not weaken the general integrity of the academic program. Policies that are not petitionable are listed in the section “Petitions for Exceptions to University Policies.”

The university retains the right to change the fees, rules, and calendar regulating admission and registration; to change policies concerning instruction and graduation from the university and its various divisions; to withdraw courses; and to change any other policy 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 enrolled at the university. As such, information in this publication is not to be regarded as creating a binding contract between the student and the university.

The university retains the authority to deny admission, to dismiss a student when formal 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, and to discontinue enrollment of a student in violation of the Student Integrity Code.

Academic Advising

Advisors

All undergraduate students must be assigned a primary academic advisor at all times. Each entering first-year student is assigned an academic advisor in association with a first-year advising class and is expected to retain that advisor until the end of their second year or the point at which they declare a major, whichever comes first. Each entering transfer student is assigned a primary advisor either from the Office of Academic Advising or in the department of their intended major. Students with declared majors must have their primary advisors in the department of their first major. To secure a new advisor, the student should complete a Change of Major, Minor, and Advisor Form available in the Office of Academic Advising. Students must obtain their new advisor’s signature before an advisor change can be made.

In the event of the temporary unavailability of their advisor, the student should first consult with the department chair. If the chair is not available, the student should consult with the Office of Academic Advising. It is then the student’s responsibility to inform their advisor of the action.

A student may add a secondary advisor at any time. Secondary advisors are permitted to view students’ academic records but cannot authorize registration or transact other primary advising business for students. A student may request a secondary advisor when pursuing a second major, a minor, or a particular area of graduate study (pre-medicine or pre-law, for example), or when they wish faculty members to have access to their academic information for other reasons (letters of recommendation, for example).

Declaring a Major

An undergraduate student must complete at least one major in order to receive a degree from Puget Sound. Majors may be declared after

the first term of study for entering first-year students or immediately for transfer students. Students must declare majors by the end of their sophomore year.

Students wishing to change their majors may do so by picking up a Change of Major, Minor, and Advisor Form from the Office of Academic Advising, from the administrative office in their intended major, or by accessing the form online. Forms should be returned to the Office of Academic Advising.

Declaring a Minor

An academic minor is not required to receive a degree from Puget Sound. Students wishing to declare minors may do so by picking up a Change of Major, Minor, and Advisor Form from Academic Advising, from the administrative office in their intended minor, or by accessing the form online. Forms should be returned to the Office of Academic Advising. A student pursuing a minor is advised to consult with a faculty member in the minor area to assist with appropriate course selection and the student has the option of selecting a secondary advisor for assistance.

Academic Integrity

Introduction

The University of Puget Sound is a community of faculty, students, and staff engaged in the exchange of ideas contributing to intellectual growth and development. Essential to the mission of the academic community is a shared commitment to scholarly values, intellectual integrity, and respect for the ideas and work of others. At Puget Sound, we share an assumption of academic integrity at all levels. Violations of academic integrity are a serious matter because they threaten the atmosphere of trust, fairness, and respect essential to learning and the dissemination of knowledge.

Violations of Academic Integrity

Violations of academic integrity can take many forms, including but not limited to the following categories:

- Plagiarism, which is appropriating and representing as one’s own someone else’s words, ideas, research, images, music, video, or computer programs.
- Misrepresenting one’s own work, which includes claiming to have submitted work that was not submitted; submitting the same work, or parts thereof, for credit in more than one course without the prior permission of the instructors for all of the courses; and misrepresenting one’s attendance in class or at events required of students enrolled in a course (e.g., viewing films, attending concerts, or visiting museums).
- Unauthorized collaboration with other students on coursework, which includes working together on projects designed to be independent work; copying another student’s work; and seeking or providing inappropriate oral or written assistance that would give the recipient an advantage over other students in an exam, quiz, or other course exercise.
- Cheating on examinations, which includes the unauthorized use of notes, books, electronic devices, or verbal or non-verbal communication to receive or to give answers; and giving or receiving help from another person on a take-home exam.
- Violation of honesty in research, which includes falsifying or inventing sources, data, results or evidence; hiding, destroying, or refusing to return sources in order to prevent others from using them; and marking, cutting, or defacing library materials.
- Violation of copyright laws—see the online *Copyright Guide* available from Collins Memorial Library for a summary of copyright laws.

- Forgery, falsification, or misappropriation of information or documents, including signatures, documentation of an illness or emergency, and codes used for advising, registration, or identification.
- Misuse of academic computing accounts, equipment, and facilities.

Response to Violations of Academic Integrity

If a faculty member has reason to suspect a violation of academic integrity, the following procedure should be followed. The faculty member may consult with the department chair, program director, or the Registrar regarding the suspicion of a violation. The faculty member may also consult with a library liaison for assistance.

1. The faculty member notifies the student that a violation of academic integrity is suspected.
2. The faculty member meets with the student to determine if a violation of academic integrity has occurred. This meeting may at the faculty member's discretion include the department chair or program director. The meeting can happen in person or by phone, mail, or email. If the student is unreachable, then the faculty member determines responsibility based on the available evidence.
3. If the faculty member determines that a violation of academic integrity has occurred, an Academic Integrity Incident Report is submitted to the Office of the Registrar. The report details the violation, the penalties the instructor intends to impose, and whether the instructor recommends further sanctions through the Hearing Board process. The faculty member must provide a copy of the complete report to the student.
4. The Registrar will review whether the student has any prior Academic Integrity offenses and will inform the faculty member and student of findings and any next steps, including a Hearing Board, that are required.
5. If there has been no prior reported violation of academic integrity, the penalties imposed by the faculty member conclude the case unless the student appeals the faculty member's decision or the faculty member asks for a Hearing Board. If either the student or faculty member asks for a Hearing Board, the Provost (or a designee) will meet with both parties to seek an appropriate resolution. The Provost may also consult with the chair or director of the department or school involved. If no resolution is possible, a Hearing Board will be convened.
6. If a previous violation of academic integrity has been reported, the Registrar refers the matter to an Associate Academic Dean with a recommendation that a Hearing Board be convened to consider the case and to apply appropriate sanctions.

If a staff member has reason to suspect a violation of academic integrity, the following actions will be taken:

1. If the incident took place outside the context of a course, the staff member will report their concern in writing to an Associate Academic Dean not otherwise involved with the appeals or hearing board process. In this context, the Associate Academic Dean will follow procedures outlined above for the faculty member in responding to the allegations.
2. If the incident took place in the context of a course, the staff member will report their concern in writing to both the instructor of the course and to an Associate Academic Dean not otherwise involved with the appeals or hearing board process. The instructor of the course and the Associate Academic Dean will consult on how to proceed with the allegation. If the instructor elects to pursue the allegation, he or she will follow the procedure outlined above. If the instructor does not elect to pursue the matter further, then the Associate Academic Dean may substitute for the faculty member

in responding to the allegation. If the Associate Dean suspects that a violation of academic integrity has or may have occurred, they will follow the procedures outlined above for the faculty member in responding to the allegations.

Hearing Board Procedures in Matters of Academic Integrity

The Hearing Board functions as a fact-finding group so that it may determine an appropriate resolution to the charge of a violation of academic integrity.

The Hearing Board consists of the Provost (chair) and the Dean of Students or their designees, two faculty members selected by the chair of the Academic Standards Committee, and two students selected by the chair of the Academic Standards Committee in consultation with the president of the Associated Students. The parties directly involved may have one other person present who is not an attorney. The chair designates a secretary, responsible for recording the salient issues before the Board and the actions of the Board. All parties are expected to participate and have the right to appear before the Board, but the hearing may proceed regardless of failure to appear.

The parties involved are required to submit written statements. Copies of all Academic Integrity Reports and these written statements are circulated by the chair to the members of the Hearing Board. The Board reviews written statements submitted by the parties and any such other relevant material which the chair of the Board deems necessary.

In hearings involving charges of plagiarism, the Hearing Board may make a judgment that plagiarism has occurred on grounds other than a comparison of the student's work with the original material. Internal stylistic evidence, comparison of the work that is suspect with other written work by the same student, or the student's inability to answer questions about what he or she has written may each support a judgment of plagiarism. When all presentations are complete, the Board, in executive session, reaches its resolution of the problem.

The Hearing Board may find the allegations not to be factual, or the Hearing Board may impose sanctions. Sanctions include, but are not limited to, warning, reprimand, grade penalty, removal from the course or major, disqualification from receiving university honors, probation, dismissal, suspension, and/or expulsion. The conclusion is presented in writing to the parties directly involved and to such other persons as need to know the results of the hearing. If some action is to be taken, the chair of the Board is responsible for requesting that the action be performed and in ensuring that such action is taken..

The decision of the Hearing Board is final.

Retention of Academic Integrity Documents

Academic Integrity Incident Report forms are retained in a confidential file maintained by the Registrar to provide a record of violations of academic integrity. Academic Integrity Incident Reports are disposed of following a student's graduation or four years following a student's last enrollment provided the student in question has no more than one incident report or a Hearing Board does not direct otherwise. A student who is the subject of more than one incident report may have those reports included with the student's permanent academic file as part of a Hearing Board decision regarding that student.

The chair of a Hearing Board will maintain a file of relevant material for a period of at least two years from the date of the meeting.

Contents of an Academic Integrity Incident Report and subsequent Hearing Board actions are released only with the written consent of the student, unless otherwise permitted or required by the Family Educational Rights and Privacy Act.

No entry is made on the student's academic transcript of a violation of academic integrity unless so directed by a Hearing Board.

Academic Re-evaluation Policy

Academic Re-evaluation is initiated by the Office of Admission in order to permit the admission or readmission of a student who normally would not be admitted to the University of Puget Sound. The policy is applied to the non-traditional student who, due to an earlier unsuccessful attempt at college, has a cumulative GPA below 2.00, has been out of school for at least five years, and has indicated the readiness and potential to successfully resume an academic program. Upon recommendation of the Office of Admission and concurrence by the student involved, a petition may be submitted to the Academic Standards Committee for admission under the Academic Re-evaluation Policy. The Academic Standards Committee will determine if admission is warranted. If there is an affirmative decision, the Academic Standards Committee will drop from consideration in the grade point average and the academic standing all courses with grades lower than C (2.00), to include P (pass) grades, contained in the student's previous academic program. Students should be aware that there will be a loss of credit for all courses dropped from consideration in the GPA.

Students entering the university under this policy will be accepted as regular matriculants and assigned to an advisor. Students whose petitions are approved will have the conditions of admission outlined in a letter from the Office of Admission, copies of which will be sent to the Office of Academic Advising and to the advisor. The Office of Academic Advising monitors these students for the first semester and consults with the Academic Standards Committee if problems arise.

Academic Standing and Sanctions

Good Academic Standing is defined as a 2.00 minimum cumulative grade point average for undergraduates or a 3.00 grade point average for graduate degree candidates. The Academic Standards Committee reviews the record for each student not meeting the minimum standard and when necessary places the student on academic sanction. Non-matriculated students are subject to the same policies.

Academic sanctions are determined based on a student's grade point average and total quality points. Each letter grade is assigned a point value as described in the section titled "Grade Information and Policy." Quality points are the product of the value of the grade multiplied by the unit value of the course. Because most of the university's graded courses are 1.00 unit, the quality points and grade points for most academic courses are the same.

For example:

Grade	Grade Points	Graded Units	Quality Points
A	4.00	1.00	4.00
A-	3.67	1.00	3.67
B	3.00	1.00	3.00
C+	2.33	1.00	2.33
C	2.00	0.25	0.50
<i>Total</i>		4.25	13.50
		<i>Semester GPA</i>	3.18*

*GPA is rounded to the hundredths place.

New Undergraduate Students

New students entering Puget Sound with freshman, transfer, or non-matriculated status who earn a grade point average below 2.00

for their first semester at Puget Sound will be placed on Academic Probation or will receive Academic Dismissal as described below:

Academic Probation

If the grade point average for a new student is between 1.00 and 1.99, then the student is placed on Academic Probation. When placed on Academic Probation, a student is expected to develop a plan for academic improvement with their academic advisor.

Academic Dismissal

If the grade point average for a new student is below 1.00, then the student is dismissed for one semester. The student may petition the Academic Standards Committee for readmission at the end of the dismissal period provided the student can present a reasonable plan for academic improvement. The student also has the option to petition for immediate readmission and the Committee expects such a student to present a compelling argument and a compelling plan for academic improvement. The guidelines for submitting a readmission petition are provided to a student upon notification of dismissal.

Continuing Undergraduate Students

After new freshman, transfer, or non-matriculated students complete their first semester of attendance, they are categorized as continuing students in terms of this policy on academic standing. Continuing undergraduate students are subject to the sanctions of Academic Warning, Academic Suspension, Academic Probation, or Academic Dismissal as described below.

Academic Warning

A student whose cumulative grade point average is 2.00 or higher but whose term average is below 2.00 is placed on Academic Warning. When placed on Academic Warning, a student is expected to develop a plan for academic improvement with their academic advisor. Academic Warning is not recorded on the student's academic transcript.

Academic Suspension

A student who qualifies for an Academic Warning for two consecutive terms may be suspended by the Academic Standards Committee. If the cumulative grade point average for a student who is subject to suspension drops below 2.00, then that student is also subject to Academic Probation. The student is required to petition the Academic Standards Committee for reinstatement after the end of the suspension period provided the student can present a reasonable plan for academic improvement. The student also has the option to petition for immediate reinstatement and the Committee expects such a student to present a compelling argument and a compelling plan for academic improvement. The guidelines for submitting a reinstatement petition are provided to a student upon notification of suspension. Academic Suspension is not recorded on the student's academic transcript.

Academic Probation

A student whose cumulative grade point average is below 2.00 for the first term by any number of quality points is placed on academic probation. A student whose cumulative grade point average is below 2.00 by less than one quality point in subsequent consecutive terms is continued on Academic Probation. When placed on Academic Probation, a student is expected to develop a plan for academic improvement with their academic advisor.

Academic Dismissal

A student whose cumulative grade point average remains below 2.00 for a second consecutive term by 1.00 or more quality points may be academically dismissed from the university by the Academic Standards Committee.

If the quality point deficiency is from 1.00 to 2.99, the student is dismissed for one semester. The student may petition the Academic Standards Committee for readmission at the end of the dismissal period provided the student can present a reasonable plan for academic improvement. The student also has the option to petition for immediate readmission and the Committee expects such a student to present a compelling argument and a compelling plan for academic improvement. The guidelines for submitting a readmission petition are provided to a student upon notification of dismissal.

If the quality point deficiency is 3.00 or more, the student is dismissed for one year. The student may petition the Academic Standards Committee for readmission at the end of the dismissal period provided the student can present a reasonable plan for academic improvement. The student also has the option to petition for early readmission after only one semester away and the Committee expects such a student to present a compelling argument and a compelling plan for academic improvement.

Academic Expulsion

A new or continuing student may be dismissed and precluded from ever returning to the university. Expulsion is the most severe sanction available to a Hearing Board or to the Academic Standards Committee, and may be levied, for example, in response to a severe case of academic dishonesty.

Bereavement Policy

Student Bereavement Policy

The University of Puget Sound recognizes that a time of bereavement can be difficult for a student. Therefore, the university provides a Student Bereavement Policy for students facing the loss of a family member.

Students are normally eligible for, and faculty members are expected to grant, three consecutive weekdays of excused absences, without penalty, for the death of a family member, including parent, grandparent, sibling, or persons living in the same household. Should the student feel that additional days are necessary, the student must request additional bereavement leave from the Dean of Students or the Dean's designee. In the event of the death of another family member or friend not explicitly included within this policy, a bereaved student may petition for grief absence through the Dean of Students office for approval.

Procedure

To request bereavement leave, a student must notify the Dean of Students office by email, phone, or in person about the death of the family member. When bereavement leave is approved, the Dean of Students office will notify the student and the Office of Academic Advising. In turn, Academic Advising will notify the student's instructors and advisor of the dates of the excused absences for bereavement leave. When the student returns from leave, the student must submit to the Dean of Students office an obituary notice, a funeral or memorial program, or other documentation regarding the death of a family member.

While this policy excuses a student from class attendance, the student remains responsible for missed academic work. Therefore, the student is to seek the advice of each instructor to consider the options

and to establish a plan to compensate for coursework missed during bereavement leave. For more information, please contact the Dean of Students office.

Eligibility for Student Athletics

Degree-seeking students are eligible to participate in student athletics. Eligibility for varsity intercollegiate athletic activities is subject to the policies outlined by the intercollegiate athletic organizations to which the university belongs. Final eligibility for student varsity participation will be determined by the Director of Athletics and the Office of the Registrar.

To compete in National Collegiate Athletic Association (NCAA) varsity athletics, a student must be fulltime, have a University of Puget Sound cumulative grade point average of 2.00 or higher, and must be making satisfactory progress toward a baccalaureate degree. For purposes of varsity athletic eligibility, satisfactory progress includes having completed successfully at least 6.00 units during the two preceding semesters of attendance.

Honor Code

The Honor Code encapsulates a student's responsibility to the university community and is obligatory for all students. Students recite the code as a pledge during the Matriculation Ceremony.

I am a member of the community of the University of Puget Sound, which is dedicated to developing its members' academic abilities and personal integrity. I accept the responsibilities of my membership in this community and acknowledge that the purpose of this community demands that I conduct myself in accordance with Puget Sound's policies of Academic and Student Integrity. As a student at the University of Puget Sound, I hereby pledge to conduct myself responsibly and honorably in my academic activities, to be fair, civil, and honest with all members of the Puget Sound community, and to respect their safety, rights, privileges, and property.

Independent Study Policy

Purpose

Independent Study allows students to explore academic areas of special interest not provided by the existing curriculum. It is carried out under the guidance of a member of the faculty.

Eligibility

Independent Study is available only to matriculated junior, senior, and graduate students who have a cumulative grade point average of at least 3.00. When the Independent Study is a required part of the academic major for all students in the department or program, the grade point average requirement is waived.

Students may not take more than one Independent Study per term and are limited to 4.00 units of Independent Study in the baccalaureate degree or 2.00 units in a graduate degree.

When any student with limited or no previous experience in the subject area of the department of proposed study applies for Independent Study, or when a regular course is proposed to be taken as an Independent Study, the student must secure approval by petition to the Academic Standards Committee.

Regular conferences with the supervising instructor are expected so the student and instructor should both be on campus.

Contracts

An Independent Study contract must be completed in detail and approved by the supervising instructor and the department chair. In summer, the summer session program administrator's approval is also

required. The contract is submitted to the Office of the Registrar by the last day to add a class.

The student's contract must have the following elements:

1. **Background:** Show preparation and competence of the student to do independent work and to address the proposed topic.
2. **Description:** Present an outline of proposed study which includes specific course objectives, desired outcomes, coursework, and the education value in the student's academic program.
3. **References:** Provide bibliographic references for the resources that will be used. Interviews planned or other resources should be specified. While substitutions and additions may be made as the study progresses, resource planning is an integral part of the contract.
4. **Report Plan:** Provide a schedule for meetings with the instructor, deadlines for completing coursework, and the criteria used to assign a final grade (including specific values or percentages for individual coursework).
5. **Grading Basis for Independent Study.** No pass/fail courses shall be taken in the department of a student's major or minor.
6. **Course Department and Number for the Study.** For undergraduate students: 495 or 496; for graduate students: 595 or 695; and for graduate degree candidates: 695 or 696. These course numbers may be used more than once. No more than one Independent Study may be undertaken in a term. The 495 and 496 numbers are available for all departments wishing to use them. The 595, 596, 695, and 696 numbers are available to all departments, subject to Curriculum Committee approval prior to the beginning of the term in which the Independent Study is taken.
7. **Unit Value for Study.** A minimum of 150 hours of work is expected for a 1.00 unit Independent Study, a minimum of 75 hours for 0.50 unit, and a minimum of 37.5 hours for 0.25 unit.

Internship and Co-operative Education Programs

Internship Program

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 will be determined by 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 major or minor in a department, school, or program; or other academic preparation appropriate for the internship placement.
4. Recommendation of the student's 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 Internship 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 Career and Employment Services before the end of the add period during the term in question. The student may then be registered.

The Academic Syllabus* 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.

*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.

Job Description

The job description will include:

1. A list of the specific job responsibilities and tasks relevant to the intern's academic learning objectives.
2. A list of the specific job responsibilities and tasks relevant to the student's employment expectations although not directly related to the academic learning objectives.
3. An employment schedule of at least 120 hours.
4. The criteria used by the supervisor to evaluate the intern's job performance.
5. The date by which the supervisor is to send the student's performance appraisal to Career and Employment Services.

Grading

An internship is intended to be a graded course (although a student may select pass/fail grading). However, the instructor of a faculty-sponsored internship may determine that, due to the nature of the experience and the job assignments, pass/fail grading is appropriate.

A student's performance in an internship will be assessed by the student's achievement on the academic requirements, as assigned and graded by the university faculty member, and on the completion of work responsibilities, as evaluated by the supervisor at the organization hosting the internship. Additionally, the student may be required to complete a self-assessment reviewing the learning objectives, how they were achieved, and how that achievement was demonstrated.

Designation

1. The internship seminar will be designated as INTN 497.
2. The department-offered internship will be designated with the department abbreviation and the course number 497. (For example, the Writing Internship offered by the English Department is designated as ENGL 497.)

3. The internship sponsored by an individual member of the faculty will be designated with the department abbreviation of the faculty member and the course number 498.

Credit

Credit for an internship is not applicable to the Upper-Division Graduation Requirement and only 1.00 unit may be assigned to an individual internship and no more than 2.00 units of internship, or the combination of internships with co-ops, may be applied to a bachelor's degree.

Co-operative Education Program

The University of Puget Sound offers students the opportunity to undertake a co-operative education experience so 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 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 student's academic advisor.
5. Approval from the chair or director of the department, school, or program for 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 Career and Employment Services before the end of the add period during the term in question. The student may then be registered.

Job Description

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 the Learning Objectives.
5. The date by which the supervisor is to send the student's performance appraisal to 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 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 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 assigned in the Learning Agreement.

Designation

The co-operative education experience will be designated on the transcript with the course department, number, and title of: COOP 499 Co-operative Education.

Credit

Activity credit will be granted for a co-op based on employment hours:

1. .25 unit and less-than-half-time enrollment status for at least 120 hours.
2. .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 a bachelor's degree. Apart from the activity unit limit, no more than a total of 2.00 units of co-ops combined with internships may be applied to a bachelor's degree.

International Programs and Study Abroad

International Students

United States Citizenship and Immigration Service (USCIS) regulations require international students to register for courses subject to the specific requirements for maintenance of their visa.

All international students and scholars are required to have medical insurance coverage for the duration of their studies in the United States. Please contact the Office of International Programs for further information on coverage requirements and to receive a copy of the International Student Handbook.

International students are not allowed to take a formal leave of absence from the university unless they will be out of the country and have obtained prior approval from the director of International Programs.

International Student Regulations (F-1 Visa)

Students attending the university on an F-1 visa must follow certain regulations to remain in good standing with the United States Citizenship and Immigration Services (USCIS). The university must enforce such regulations to maintain its approval from the government to enroll F-1 students. Enrollment requirements for an F-1 student include a minimum of 3.00 units per semester, except for Summer Session when attendance is optional. Further, an F-1 student must successfully complete 3.00 units per semester to maintain normal progress toward a degree.

Any F-1 student who fails to register for a minimum of 3.00 units or who fails to complete 3.00 units per semester will be subject to dismissal from the university and may be reported to the USCIS.

International students must follow USCIS regulations to continually maintain their F-1 status. USCIS regulations are outlined on the third page of the I-20 and during International Student Orientation each year. Contact the International Student Advisor for assistance with these regulations.

International Student Regulations (J-1 Visa)

J-1 (exchange students or non-degree) should consult with International Programs on Department of State guidelines for maintaining status.

Study Abroad Requirements

Demonstrate Academic Achievement

1. Students must meet all program-specific requirements (including minimum GPA, class standing, course pre-requisites, language pre-requisites, etc.).
2. Students must have a cumulative grade point average above a 2.50, be in good academic standing, and not be on any type of academic sanction at the time of application and until the time of departure.
3. Students with a cumulative grade point average lower than 3.00 may apply but must demonstrate, in an additional application essay, that they have made significant progress toward achieving overall academic excellence.
4. Students applying to attend two different programs (one fall and one spring) must be aware that permission to study in two different programs during one academic year will be granted only in exceptional cases as justified by compelling academic goals. Students must submit an additional application essay that explains their reasons for applying to two programs, identify one preferred program, and identify how they will navigate the visa process for both programs in a timely manner.

For more information on Study Abroad, visit the International Programs website.

Petitions for Exceptions to University Policies

Students must petition the Academic Standards Committee to have a university academic policy waived or modified, to request readmission after academic dismissal, to request reinstatement after academic suspension, or to request re-enrollment after medical or emergency administrative withdrawal.

Procedure

1. A student must complete a petition form and return it, along with a supporting statement from the academic advisor and other appropriate persons, to the appropriate office as designated on the form.
2. If a student desires to appear before the Committee at the time of consideration of the petition, a formal request must be made when the petition is submitted. In such a case, the student will be notified of the time and place of the meeting.
3. The petition will be forwarded to the Academic Standards Committee, which will take action and communicate its decision, through the Office of the Registrar, to the student.

Non-petitionable Rules

The Academic Standards Committee does not approve petitions for waiver of the following university requirements:

1. The 32.00 minimum units for graduation, the 8.00 units for a graduate degree or each additional baccalaureate degree.
2. The 16.00 minimum units of residence credit required for an undergraduate degree, the 6.00 units of residence credit for a graduate degree, the 8.00 units required for a second baccalaureate degree, or the 24.00 units required for two simultaneous baccalaureate degrees.
3. The requirement that the Connections Core be completed by a Puget Sound course.
4. The 8.00 minimum units, including the 4.00 units in residence, in a major.
5. The 5.00 minimum units, including the 3.00 units in residence, in a minor.
6. The minimum cumulative grade point average of 2.00 in all Puget Sound courses and of 2.00 in all graded courses (including transfer work) for the baccalaureate degree (majors, minors, and interdisciplinary emphases have the same Puget Sound and all-course grade requirements); the minimum cumulative grade point average of 3.00 in all Puget Sound courses and in all degree counting courses in a graduate degree.
7. Permanent grade changes.

Basis for Exceptions

The Academic Standards Committee will consider petitions for waiver of other university requirements if the situation is clearly exceptional and involves extenuating circumstances. Petitions will be approved only when, in the opinion of the committee, approval does not weaken the general integrity of the academic program. While the committee is aware of the cost of education, petitions based primarily on cost and/or convenience considerations may not be approved.

These are some of the questions considered by the committee:

1. Does the request involve a reasonable alternative rather than a lowering of academic standards?
2. Was the petition received by the Academic Standards Committee in time that, if denied, the regular university requirements can be met?
3. Do the unusual or extenuating circumstances, as judged by the committee on a case-by-case basis, warrant a waiver in university policies?
4. Is there documentation for petitions requesting waivers on the basis of academic misadvisement or neglect not attributable to the student?
5. Do requests for waiver of the last 6.00 of 8.00 units in residence involve students who are transferred to another geographic area or experience other unusual or extenuating circumstances? Such students are expected to have completed all other university residency requirements.
6. Is the petition carefully, accurately, and logically presented? The Academic Standards Committee does not take lightly the decision to grant exceptions and expects students to be equally thoughtful in preparation of petitions. Incomplete petitions are denied.

Core Requirement Petition

In evaluating petitions related to a university Core Requirement, the following guidelines are applied:

1. A course taken at another institution is accepted toward an appropriate Core Requirement if it is equivalent to a Core course offered in the Puget Sound curriculum. However, regardless of content, the Connections Core Requirement may not be completed with transfer credit and must be taken at Puget Sound.
2. A natural science course taken at another institution is acceptable toward a Core Requirement only if fieldwork or a laboratory is a regular, integral component.

3. A course taken at another institution, the Puget Sound equivalent for which satisfies one Core Requirement, may not be applied toward another Core Requirement.
4. A Puget Sound course may not apply toward a Core Requirement unless it has been approved specifically for that purpose by the Curriculum Committee.

Foreign Language Substitution

Students seeking a substitution for the Foreign Language Graduation Requirement must provide documentation of a learning disability that affects the ability to learn a foreign language to the Office of Student Accessibility and Accommodation. The documentation must be current, thorough, and prepared by an appropriate and qualified diagnostic professional.

If approved for a substitution, the Office of Student Accessibility and Accommodation will provide the student with a Foreign Language Substitution Form. The student is required to complete the form and submit it to the Office of the Registrar. To fulfill the requirement, students are expected to take two courses from a single cultural area that they have not already taken. In addition, the courses must be outside of their Core Requirements and the department of their first major.

A student may submit a petition to the Academic Standards Committee to request a course with a cultural component outside the pre-approved list to fulfill their requirement. Students wishing to submit petitions should meet with the Office of Academic Advising.

If the Office of Student Accessibility and Accommodation does not approve a substitution, students may still pursue the substitution by contacting the Office of Academic Advising to submit a petition to the Academic Standards Committee explaining their history with learning a foreign language and why they feel unable to complete the requirement successfully.

Readmission/Reinstatement Petitions

A student petitioning to re-enter the university from an academic dismissal or suspension must complete a comprehensive plan for academic improvement. The outline indicates information which should be included but does not preclude providing other information pertinent to the petition such as a letter of support from an instructor at another institution, a reference from an employment supervisor, or a statement from a health care provider.

1. Address the problem(s) that caused the poor academic performance.
2. Explain how the problem(s) will be rectified and indicate any support systems that will facilitate a return to academic work; for example, a change of major, a change in living arrangements, or the planned use of the Center for Writing, Learning, and Teaching.
3. Provide a proposed schedule of courses for at least the next year including a rationale for repeating (or not repeating) courses in which unsatisfactory grades were received.
4. Indicate any specific persons from whom help will be sought if problems occur during the term or any arrangements set for review of academic progress.
5. Address the reasons for continuing or changing academic interests, career goals, or other plans.
6. Prepare an Academic Improvement Plan in close consultation with the academic advisor. (If the academic advisor is not available, the Office of Academic Advising may be consulted.)

Records Policy

Annual Notification to Students of Rights Under 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 student's right to inspect his or her education records within a reasonable period of time.

A student may submit a written request to the Registrar that identifies the record(s) the student wishes to inspect. Within a reasonable period of time, not to exceed 45 days after receiving the request, the Registrar will make arrangements for access and will 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 of Puget Sound official to arrange access for the student.
2. The student's right to request the amendment of an education record that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

A student seeking to amend an education record should write the university official responsible for the record, clearly identify the part of the record the student wants amended, and specify why the record should be amended.

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 of the student's right to a hearing regarding the request for amendment. When notified of the right to a hearing, additional information regarding the hearing procedures will be provided to the student.
3. The student's 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 a 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 or 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 the using University of Puget Sound 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 of the Honor Court, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs access to an education record in order to fulfill his or her professional responsibilities to the University of Puget Sound. Upon request the University of Puget Sound may also disclose education records without consent to officials of another college or university in which a student seeks to enroll or is enrolled. The U.S. Comptroller General, the U.S. Attorney General, the U.S. Secretary of Education, or state and local education authorities may allow access to a student's education records without the student's consent to any third party designated by a federal or state authority to evaluate a federal or supported education program. Federal and state authorities may also allow access to student education records without the student's consent to researchers performing

studies, even if the University of Puget Sound objects to, or does not request, such research. To receive student information under this provision, federal and state authorities must obtain a certain use restriction and data security promises from the entities authorized to receive student information, although the authorities do not need to maintain direct control over such entities. In addition, state authorities may collect, compile, permanently retain, and share personal student information without the student's consent to support a statewide longitudinal data system in order to track a student's participation in education and other programs by linking personally identifiable student information to other federal or state data sources, such as workforce development, unemployment insurance, welfare, military service, or migrant student records systems. The University of Puget Sound may disclose education records without consent to the parents of a dependent student regarding the student's violation of any federal, state, or local law, or of any institutional policy or rule governing the use of alcohol or a controlled substance.

The University of Puget Sound also reserves the authority to release education records if the university determines the information contained in those records is necessary to protect the health or safety of the student or others.

4. The student's 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. 20202-4605

The university's *Education Records Policy* explains procedures used by the institution for compliance with the provisions of FERPA.

Public Notice Designating Directory Information

The University of Puget Sound designates the following types of student information as "directory information."

- Name
- Enrollment Status
- Class Schedule
- Dates of Attendance
- Class Standing
- Program of study to include major, minor, or emphasis
- Honors and awards to include Dean's List
- Degree(s) conferred and graduation date(s)
- Attendance at other educational institutions
- Participation in officially recognized sports or activities
- Physical factors of athletes
- Photograph
- Date and place of birth
- Campus mailbox
- Local address
- Permanent address
- Telephone numbers
- Email addresses

While directory information may be disclosed by the university at its discretion, currently enrolled students have the right to withhold the disclosure of directory information and may exercise that option through a written request to the Office of the Registrar. In honoring a request to maintain directory information as confidential, the university cannot

assume responsibility for contacting a student regarding permission to release directory information in circumstances not necessarily anticipated by a student. Additionally, regardless of the effect upon the student, the University of Puget Sound assumes no liability as a consequence of honoring a request to withhold directory information.

Transcript Request

To order an official transcript, current students will sign into the my-PugetSound portal, select Order Official Transcript from the Academics menu, and then follow the instructions. Official transcripts are not released to those who have outstanding obligations.

Current students can access unofficial transcripts through their my-PugetSound portal or by contacting the Office of the Registrar.

NOTE: The time required to process a transcript request may be extended during the two-week grade-recording period at the end of each semester.

Religious Observances

The University of Puget Sound values the rich diversity of religious traditions, observances and beliefs represented in our campus community and supports the rights of students to practice their faiths. The university recognizes that in some instances a student's religious observances may conflict with the student's academic schedule. In such cases, the university endorses reasonable schedule flexibility, unless such an accommodation would create an undue burden on the student, other students, the instructor, or the university. Students shall consult with their instructor directly and in a timely manner to discuss an accommodation. The university chaplain is available to consult with students who wish to make such requests. The instructor may consult with the university chaplain or the Office of the Provost for assistance as needed.

Student Accessibility and Accommodation

The University of Puget Sound is committed to provide all, otherwise qualified, students equal access to programs and activities by having non-discriminatory standards in all academic areas, and by providing reasonable accommodations on a case-by-case basis. Reasonable accommodations are adjustments or minor changes that remove barriers. They do not involve lowering academic standards or alterations to a program. Some examples of accommodations are: extended time for exams, note-takers, accessible books, readers, interpreters, scribes, flexibility in attendance, assistance with class registration, and accessible campus housing.

Student Accessibility and Accommodation (SAA) is the university-designated office that determines if a student qualifies for a disability-related accommodation under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. To begin the process, a student needs to submit documentation from a qualified, licensed professional that includes a diagnosis, how the diagnosis was established, the functional impairments, and a rationale for requested accommodations to the Director of Student Accessibility and Accommodation, saa@pugetsound.edu. Please see the SAA website for more detailed instructions and to download intake and documentation forms, or call 253.879.3395 for assistance. Accommodations are determined on a case-by-case basis and depend on documentation, student's needs, requested accommodations, and what is reasonable under the law. Once a student is registered, he or she will be able to formally request academic accommodation each semester by meeting with an SAA staff member to receive a signed accommodation form that is brought by the student to their professors and returned to SAA with each professor's signature. The nature of the disability is confidential. Professors are informed of the accommodations, not the diagnosis. University transcripts will not reflect any involvement with SAA.

A student who disagrees with an accommodation decision made by the Director of SAA may appeal that decision to an Associate Academic Dean. If such an informal attempt to resolve the disagreement fails, the student may file a formal written complaint to the Associate Vice President for Business Services (ADA/504 Officer), who will chair a Hearing Board consisting of the Associate Dean of Students, the chair of the Academic Standards Committee, the AAO/ Title IX Officer, and a student selected by the Hearing Board in consultation with the ASUPS president. The Hearing Board will then meet with the complainant, the Director of Student Accessibility and Accommodation, and any other involved faculty or staff members relevant to the complaint. The final decision will be determined by the Hearing Board in a closed session and communicated in writing to the complainant and to the Director of SAA.

At any time in a grievance process, students may file a complaint with the responsible state or federal agencies. The right of a student to prompt an equitable resolution of a complaint shall not be impaired by this action. These agencies are:

Washington State Human Rights Commission
Third Avenue
Seattle, Washington 98101
206.464.6500

Department of Justice, Civil Rights Division
1424 New York Avenue, Room 5041
Washington, D.C. 20005
800.514.0383

Office for Civil Rights Region X
915 Second Avenue, Room 3310
Seattle, Washington 98174
206.220.7900

Transfer Information

Transfer credit may be evaluated for a matriculated student if that student has an official transcript provided to the University of Puget Sound either as part of the admission application or within one term of the completion of the course. Students are reminded that they, and they alone, must arrange for an official transcript to be sent. The confidentiality of a student's academic record is protected by federal law and all colleges and universities direct students to submit transcript requests in writing.

Additionally, students are obligated to inform the university regarding previous or concurrent attendance at any other institution of higher education. Failure to do so is grounds for refusal of any possible transfer credit and dismissal from the university.

Transfer Credit Evaluation Policy

The University of Puget Sound will consider transferring credit for a course offered by a regionally accredited, or similarly qualified, institution of higher education if that course:

1. is sufficiently similar to a course in the curriculum of the University of Puget Sound;
2. is in a liberal arts discipline;
3. is a scholarly approach to the topic; or
4. is appropriate for inclusion in a Puget Sound degree as determined by the appropriate academic officer.

These qualifications are the criteria a transfer credit evaluator will use in making a judgment about the transferability of a course from another institution. Additionally, these criteria exclude the following types of courses from transferring:

1. Vocational or technical courses.
2. Remedial or retraining courses.

3. Personal development, human potential, or coping skills courses.
4. Courses designed for individuals who have completed a degree or certificate and who want to upgrade their occupational or professional skills, to acquire new skills, or to prepare for a proficiency examination. Such courses are commonly identified under such classifications as professional development, in-service education, or continuing education.
5. Courses in professional disciplines not supported by the university. The professional disciplines supported by the university are:
 - A. Business Administration
 - B. Education (graduate level)
 - C. Engineering (3-2 Engineering Program)
 - D. Occupational Therapy (graduate level)
 - E. Physical Therapy (graduate level)
6. Courses that instruct in doctrine or ideology.

The university reserves the right to limit the transferability of a course based on the source of credit, the method of instruction, or the duration of the term.

Credit Limits

1. *Transfer Credit*
An undergraduate degree requires a minimum of 32.00 units, at least 16.00 of which must be earned at the University of Puget Sound. Therefore, transfer students are limited to a maximum of 16.00 units (64 semester credits or 96 quarter credits) of transfer credit.
2. *College Credits Earned Prior to High School Graduation*
College credits earned prior to high school graduation may transfer to Puget Sound if the credits were completed through and appear on the transcript of a regionally-accredited college or university. This includes coursework completed through concurrent enrollment programs, such as Washington's Running Start and College in the High School programs. All other transfer restrictions apply.
3. *Activity Credit*
The maximum activity credit allowed within a degree program is 2.00 units.
4. *Work Experience*
Work experience credit earned through courses in practicum, internship, or co-operative education programs may be transferable to a maximum of 2.00 units, subject to transfer evaluation criteria.
5. *Credit-by-Examination*
The University of Puget Sound does not offer examinations for the purposes of awarding credit but does recognize the following credit-by-examination programs:
 - A. Advanced Placement (AP) Examinations
The university may grant 1.00 or 2.00 units of lower-division credit for an Advanced Placement (AP) Examination passed with a score of 4 or 5.
The university's goal in allowing credit for AP Examination results is to award students a fair amount of credit for their advanced study in high school as indicated by their examination results; 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.
If a student who has received credit for an AP Examination takes the equivalent University of Puget Sound course, that student's AP credit will be replaced by university credit. In addition, some departments place special conditions on AP Examinations in order for them to be applied toward a major or minor. (See also the section titled "Redundancy Policy")

B. International Baccalaureate (IB) Examinations.

The university will grant 1.00 unit of lower-division credit for each International Baccalaureate (IB)

Higher Level Examination passed with a grade of 5, 6, or 7. Additionally, 1.00 unit of lower-division credit will be granted for Theory of Knowledge, if a student has earned the IB diploma. Similar to AP credits is subject to replacement if a student registers for an equivalent Puget Sound course, and may be subject to special conditions before an academic department will apply it to a program. (See also the section titled "Redundancy Policy.")

C. International recognized academic programs (such as Cambridge GCE A-levels)

Exam credit other than AP and IB is evaluated on a case-by-case basis. Students interested in pursuing such credit should provide course/exam syllabi and have their official results sent to the Office of the Registrar. The University of Puget Sound does not accept College-Level Examination Program (CLEP) or Defense Activity for Non-Traditional Education Support (DANTES) results for credit.

6. *Repeating a Course*

A course taken at the University of Puget Sound may be repeated at another institution provided the student is eligible to attend the other institution, has selected a course approved for transfer by an evaluator in the Office of the Registrar, and has the specific permission of the appropriate department. (A department may require that a course be repeated only at Puget Sound.) If a Puget Sound course is repeated at another institution, and if the grade earned elsewhere is the higher of the two, the Puget Sound grade will be removed from the grade point average, but the transfer grade will not be computed in the grade point average. Credit for the Puget Sound course will be removed and replaced by the transfer credit, even if there is a difference between the two.

It is also possible to repeat at Puget Sound a transfer course taken elsewhere. A student who has transferred a course to Puget Sound may repeat that course at Puget Sound by taking its equivalent, as listed on either an official Puget Sound Transfer Evaluation or an official Puget Sound Transfer Evaluation Request.

7. *Independent Study*

Credit for Independent Study may transfer, but the decision to do so may be based on an evaluation of an Independent Study contract/agreement or the finished Independent Study project. Regardless of credit source, no more than 4.00 units of Independent Study are acceptable toward a baccalaureate degree and no more than 2.00 units toward a graduate degree. Independent Study may not be applied to university Core Requirements.

8. *Academic Pass/Fail*

Courses graded pass/fail may transfer within the limit of no more than 4 academic courses taken pass/ fail (either as mandatory pass/fail or with the pass/fail grading option) can apply to a baccalaureate degree. Such courses do not apply to the university Core Requirements, the Upper-Division Graduation Requirement, or the Foreign Language Graduation Requirement, and may not apply to major or minor requirements.

Activity courses graded pass/fail may transfer and are included in the limit of applying no more than 2.00 units of activity credit toward a baccalaureate degree.

9. *Self-Paced Study and Distance Education*

No more than a combined total of 4.00 units of self-paced study (e.g., correspondence, programmed text, or telecourse) or distance education (e.g., online and electronic) courses are ac-

cepted in transfer. Such courses do not apply to university Core Requirements, the Upper-division Graduation Requirement, or the Foreign Language Graduation Requirement. These courses will be evaluated on a course-by-course basis for consideration for transfer. Students requesting credit for self-paced or distance education courses may be required to provide a course syllabus or course outline to the Transfer Evaluator in the Office of the Registrar.

Courses combining elements of self-paced or distance education with reduced on-campus instruction (e.g. 'hybrid courses') are also subject to this policy.

10. *Extension*

The transferability of a course offered through an institution's "extension program" will be determined based on content and method of instruction. Extension courses designed for specialized professional or personal interest are not transferable.

11. *Core Requirements*

In order to fulfill a university Core Requirement, an eligible transfer course must be worth at least 3 semester credits or 4 quarter credits at the original institution and must be equivalent to a Core course at Puget Sound (for the Natural Scientific Approaches, a course must have a regular, formal, laboratory component). Additionally, courses used to complete Core Requirements may not be graded pass/fail and may not be completed through distance, self-paced, online, or independent study. Appropriate course sequences which, when combined, total at least 3 semester credits or 4 quarter credits may be accepted. Note that the Connections Core and the second first-year Seminar in Scholarly Inquiry may not be completed by a transferred course, and that no more than five Core Requirements (four for students transferring with freshman or sophomore standing) may be completed via transfer coursework (see the section titled "Degree Requirements").

Grade Point Calculation

Transfer courses do not enter into the University of Puget Sound grade point average as listed on a student's transcript. However, a student must have both a Puget Sound grade point average of at least 2.00 and a cumulative grade point average of at least 2.00 for the combination of all Puget Sound and all transfer courses. The same grade point average requirements apply to all courses applicable in a major, minor, or program. If a Puget Sound course is repeated at another institution, and if the grade earned elsewhere is the higher of the two, the Puget Sound grade will be removed from the grade point average, but the transfer grade will not be computed in the Puget Sound grade point average. Credit for the Puget Sound course will be replaced by the transfer credit, even if there is a difference between the two.

Concurrent Enrollment

A matriculated student may not be enrolled at the University of Puget Sound and another institution at the same time during the same term. An exception may be made, when appropriate, by the Academic Standards Committee in response to a petition submitted by the student prior to the intended concurrent enrollment.

Institutional Accreditation and Transfer Credit

Academic credit from an institution of higher education may transfer if that institution is accredited by one of the seven regional accrediting associations. However, Puget Sound reserves the right to accept only those courses and credits that the university considers appropriate for inclusion in a degree. Additionally, the university reserves the right to distinguish transfer courses based on the source of the instruction. That is, if an institution assigns credit to a course in which the instruction

was provided by an agency that was distinct from the institution, the university may evaluate that transfer credit separately.

Similarly, if an institution is not accredited by a regional accrediting association but is accredited by a national or professional association, the university may consider the nature of that accrediting association along with the content of the transfer course when making a transfer evaluation.

Undergraduate transfer of credit from unaccredited institutions with “candidate status,” may be recognized formally after successful completion of 8.00 units at Puget Sound. Transfer credit for graduate degree programs must be from an accredited institution and approved by the Director of Graduate Study. Bachelor’s degrees from unaccredited institutions with “candidate status” are recognized as acceptable for admission to graduate programs.

Courses offered by unaccredited institutions may satisfy major or minor requirements in some cases at the discretion of the department. However, such credits will not count toward the minimum 32.00 units required for graduation. Degrees from unaccredited institutions are not recognized as bachelor’s degree equivalents for entry into the graduate program or for any other purpose. Puget Sound reserves the right to not recognize the actions of a regional accrediting association outside of its geographical jurisdiction. A list of the regional associations or accredited institutions may be obtained from the Office of the Registrar (Jones Hall, Room 013).

Transfer Rights and Responsibilities

The University of Puget Sound endorses the rights and responsibilities regarding transfer students as established by the Washington Higher Education Coordinating Board in 2010, and now administered by the Washington Student Achievement Council.

Student Rights and Responsibilities

1. Students have the right to clear, accurate, and current information about their transfer admission requirements, transfer admission deadlines, degree requirements, and transfer policies that include course equivalencies.
2. Transfer and freshman-entry students have the right to expect comparable standards for regular admission to programs and comparable program requirements.
3. Students have the right to seek clarification regarding their transfer evaluation and may request the reconsideration of any aspect of that evaluation. In response, the college will follow established practices and processes for reviewing its transfer credit decisions.
4. Students who encounter other transfer difficulties have the right to seek resolution. At the University of Puget Sound, students may seek resolution through a petition to the Academic Standards Committee
5. Students have the responsibility to complete all materials required for admission and to submit the application on or before the published deadlines.
6. Students have the responsibility to plan their courses of study by referring to the specific published degree requirements of the college or academic program in which they intend to earn a bachelor’s degree.
7. When a student changes a major or degree program, the student assumes full responsibility for meeting the new requirements.

College and University Rights and Responsibilities

1. Colleges and universities have the right and authority to determine program requirements and course offerings in accordance with their institutional missions.

2. Colleges and universities have the responsibility to communicate and publish their requirements and course offerings to students and the public, including information about student transfer rights and responsibilities.
3. Colleges and universities have the responsibility to communicate their admission- and transfer-related decisions to students in writing (electronic or paper).

Transfer Verification Form

A student wishing to take a course at another institution should obtain written verification of the transferability of that course using a Transfer Evaluation Request form available from the Office of the Registrar.

Veterans Education Benefits Information

Selected academic programs at the University of Puget Sound are approved by the Washington Student Achievement Council/State Approving Agency.

A student who is eligible for Chapter 30, 35, 1606, or 1607 benefits should contact the School Certifying Official in the Office of the Registrar and provide a copy of the Certificate of Eligibility. A student who qualifies for Chapter 33 (Post 9/11) or for Chapter 31 Vocational Rehabilitation benefits should contact the School Certifying Official in the Office of Student Financial Services and provide a copy of the Certificate of Eligibility.

A student will automatically be certified each term provided the student remains in good academic standing and continues to make satisfactory academic progress toward graduation.

The Department of Veterans Affairs will only pay for courses that advance a student’s progression toward a degree and reduce the number of units needed to graduate. An undergraduate student who has 12.00 or more units is expected to declare a major. Graduate students cannot be certified for courses that are not required by their program. A student who must repeat a course must notify the School Certifying Official in the Office of the Registrar. A student planning on taking a course at another institution should complete a Transfer Evaluation form to have the transferability of credit evaluated.

A student’s enrollment status is a factor in determining the total amount of funding paid by the VA. The university must report changes of enrollment status. A student who decides to withdraw from a course or courses should contact the School Certifying Official in the Office of the Registrar.

A student called to active military service must work with the School Certifying Officials in the Office of the Registrar and Student Financial Services for advice on withdrawing from classes and settling the student’s financial account. Depending on the date of withdrawal, a student may be dropped without record or with a W grade. Military orders must be provided. Additionally, military orders may also provide a student a complete tuition adjustment. A student is eligible to apply for a leave of absence through the Office of Academic Advising in accordance with the university Leave of Absence policy.

ACADEMIC SUPPORT PROGRAMS

Academic Advising

Director: Landon Wade

Program Mission

The mission of the Office of Academic Advising is to support faculty advisors in providing effective guidance 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 is available with recent graduates in planning post-baccalaureate education plans.

First-Year Advising Program

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 May, 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. Additionally, all first-year students are assigned peer advisors, upper-division students who can help new students get to know and thrive in Puget Sound's academic programs.

First-year students meet with their advisors during fall orientation to finalize 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, 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

Transfer students are assigned to faculty advisors according to students' 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 and requirements along with the relationship of academic programs to career and/or further educational goals. Academic Advising also offers resources and counseling to assist students in choosing appropriate academic majors.

Student Alert Program and Academic Support

Academic Advising leads a campus-wide early alert network for students with academic and personal concerns and offers support for students in academic difficulty. Referrals to the Center for Writing, Learning, and Teaching; Counseling, Health, and Wellness Services; and other services across campus ensure students have access to resources, inside and outside of the classroom.

Career and Employment Services

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 stu-

dents 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 reflect on their time at Puget Sound, translating skills into marketable experience. Connect with CES tools, resources, and people, including:

- Career advising and assessment to help create your personalized plans for career development.
- Events designed to help you explore career paths, prepare for professional situations, connect with employers, and more.
- Appointments and workshops to perfect your resume, practice interview skills, and polish your LinkedIn profile.

Visit pugetsound.edu/ces for additional information and access to online career resources.

Center for Writing, Learning, and Teaching

Acting Director: Rachael Shelden

The Center for Writing, Learning, and Teaching promotes collaboration, curiosity, and critical thinking among peers. We support the campus community in the pursuit of their academic and pedagogic goals, fostering a thoughtful learning community in which people with different experiences, values, and perspectives can grow together.

Founded on the idea that writing, speaking, and listening are integral parts of all disciplines, the Center for Writing, Learning, and Teaching is a place where students can discuss all aspects of their writing. The center 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. While the Center staff will not proofread papers, they will help students learn to be better proofreaders.

There are also a wide range of services and programs 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. Peer subject-area tutors are available to help students brush up and review content in topics ranging from math and science to foreign language and business.

The Center for Writing, Learning and Teaching also provides academic assistance for graduate students at Puget Sound. The Center can provide a brush-up on study strategies for those who have been away from an academic setting, and professional staff can design individualized programs in time management, test taking, and reading skills. Prospective graduate students use the center's resources to receive thoughtful advice on scholarship and graduate and professional school applications, even as alumni.

The Center advises faculty members on ways of using writing in their courses and provides faculty development opportunities.

In addition, the center administers foreign language proficiency assessments, one way in which students may fulfill the university's foreign language graduation requirement.

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.

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 450,000 volumes of books, periodicals, music scores, media, 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 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, users may request materials from the consortium which are delivered 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 research skills 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.

Fellowships Office

Director: Kelli Delaney

Faculty Advisor: Jeffrey Grinstead

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 Associate Director of Fellowships 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, James Madison, Watson, Goldwater, Boren, Udall. 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 Fellowships Office and faculty mentors to initiate the application process. For appointments students may come to Howarth 114J or call 253.879.3250. Students may also access information at pugetsound.edu/fellowships or send an e-mail message to fellowships@pugetsound.edu.

Graduate Advising

The advising system at the University of Puget Sound is designed to assist students in the development of education plans to achieve their career goals. Faculty advisors are assigned to students at admission to a graduate program. Students often work with faculty members prior to admission in completing admission requirements. MAT students are encouraged to seek advising in endorsement areas.

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: Jennifer Allen-Ayres

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 School of Occupational Therapy or School of 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 should complete the following courses before taking the Medical College Admission Test (MCAT): BIOL 111 and one additional biology course (BIOL 212 Cell Biology is recommended); introductory chemistry (two courses); organic chemistry (CHEM 250/251); physics (PHYS 111/112 or 121/122); and biochemistry. Topics in statistics, psychology (PSYC 101), and sociology (SOAN 101) are also covered on the MCAT, and many students complete this coursework before taking the MCAT. Additionally, individual medical schools may require or recommend these and other courses, such as calculus and genetics, for admission. English courses are increasingly recommended by medical schools, and our seminars in Scholarly Inquiry generally fulfill such requirements.

Students are encouraged to consult the Health Professions Advising website at pugetsound.edu/hpa and make early contact with the Health Professions Advising staff. The office, along with a resource center that includes entrance requirements, and other information, is located in Thompson Hall, Room 203. For appointments students may call 253.879.2708 or send an e-mail message to healthprofessions@pugetsound.edu.

International Programs

Director: Roy Robinson

The Office of International Programs (OIP) seeks to cultivate global citizenship through international, academic experiences. OIP provides students with meaningful opportunities to study, participate in internships and/or conduct research in a wide variety of international settings. The office also supports international students, faculty and staff, including advising on issues of immigration and cultural adjustment.

Internship and Cooperative Education Program

Coordinator: Rebecca Pettit

Career and Employment Services (CES) provides a full range of resources and services to help students connect with experiential opportunities.

It may be possible to receive credit for some experiences through the internship program or the cooperative education program, provided those arrangements are made prior to enrollment. Students interested in pursuing an internship may visit 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.

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 earnestly, and specifically, researching both law schools and legal careers. Students should also begin to plan for the Law School Admission Test.

Resource materials for pre-law students are available through the pre-law advisor Brad Reich (School of Business and Leadership, breich@pugetsound.edu).

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 registering with Student Accessibility and Accommodation and requesting accommodations, please visit pugetsound.edu/studentaccessibility or call 253.879.3399 to schedule an appointment.

Teaching and Counseling Professions Advising

Teaching Advisor: Terence Beck
Counselor Advisor: Heidi Morton

It is never too early to begin planning for your career in teaching or counseling. School of Education faculty members are available to provide targeted advising for undergraduate students interested in pursuing the Education Studies minor, graduate work, or a career in education, school counseling, or mental health counseling. Students can also access information about planning to pursue an M.A.T. or M.Ed. degree by visiting pugetsound.edu/education. Contact information: 253.879.3382, edadvising@pugetsound.edu.

Technology Services

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 and a wide variety of multimedia equipment available for checkout.

The university runs a 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 1 GB email account, university-owned computers, myPugetSound (the university portal), Moodle, SoundNet (the campus intranet), vDesk (a virtual desktop for anytime, anywhere computing), and a 4 GB network file share.

See pugetsound.edu/stutech for a comprehensive guide to technology resources for Puget Sound students. For computer recommendations and links to discounted pricing on hardware and software, visit pugetsound.edu/tspurchasing. Free downloads of anti-virus software are available at pugetsound.edu/tshelp

Learn more about Technology Services at pugetsound.edu/ts. For assistance, contact the Technology Service Desk at 253.879.8585, servicedesk@pugetsound.edu, or by visiting the Tech Center in Collins Memorial Library.

UNDERGRADUATE ADMISSION TO THE UNIVERSITY

Vice President for Enrollment: TBA

Associate Vice President for Admission: Shannon Carr

Director of Student Recruitment: Robin Aijian '04

Senior Associate Director of Admission: Martha Wilson

Associate Directors of Admission: Vicki Pastore, Mike Rottersman '99, Edward Truong

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 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 an international 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 are available to answer questions and conduct interviews with high school seniors and transfer students. Tours led by current Puget Sound students and information sessions led by admissions counselors are available Monday through Friday.

Prospective students 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, Monday 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. For further information, please contact the Office of Admission at 253.879.3211, or admission@pugetsound.edu. Before scheduling a campus visit, prospective students will benefit from browsing the university's website at pugetsound.edu to learn about campus activities and events that may be of interest.

First-Year Admission

Except for Early Admission or Simultaneous Enrollment, prospective first-years may apply for admission any time after the beginning of the senior year in high school. Applications are accepted for fall and spring term admission.

First-year Admission Procedures. To apply for admission, a prospective first-year 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, scanned originals, 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.* The university is a member and exclusive user of the Common Application. The Common Application, including the Member Questions section, must be completed and submitted online at www.commonapp.org.
2. *Transcripts.* An official high school transcript that includes an applicant's 9th through 11th grade academic record should be forwarded to the Office of Admission.
3. *Tests.* Standardized test scores (ACT and SAT) are optional for most applicants, but required for students who have been homeschooled, who attend secondary schools that do not assign grades, and/or who attend schools whose instruction is in a language other than English, or do not primarily instruct in English. Students choosing not to submit test scores as part of their application will be required to answer two short-answer (100 words or less) essay questions as a supplement to their application.
4. *School Report.* (Included in the Common Application.) 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.
5. *Teacher Evaluation.* (Included in the Common Application.) 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.
6. *Early Decision Agreement.* (Included in the Common Application.) Applicants intending to apply Early Decision must complete and submit the Early Decision Agreement included in the Common Application for First-Year Admission.
7. *Application Fee.* A \$60 (U.S. funds) non-refundable processing fee must be submitted with the Application for First-Year 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. The Early Action plan applies to fall term admission only. **Advance Tuition Payments are not refundable.**

Early Action Plan. Students who wish to apply to University of Puget Sound early in their senior year may want to consider the Early Action plan. Applications are due November 15 with decision notification no later than January 15. 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 have selected University of Puget Sound as their first choice and wish to commit to enrolling early in their senior year may want to consider the Early Decision plan. The application for admission is due on November 15. The student receives a notification of acceptance which is available by December 15 (along with a tentative notification of financial aid, if admitted), and the student pays an Advance Tuition Payment by January 15. **Advance Tuition Payments are not refundable.**

Early Decision 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 Payment to University of Puget Sound.

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—and do not intend to do so—and are seeking early entrance to college may apply for admission to University of Puget Sound. Admission is contingent upon an outstanding high school record. Students interested in Early Admission should submit all parts of the Common Application, 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.

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 should contact the Office of Admission for more information.

Deferred First-Year Admission. Admitted first-year students requesting a deferral must confirm their enrollment, indicating their request to defer and an explanation of their plans for the deferral period, along with the Advanced Tuition Payment of \$500, on or before the posted response deadline (i.e., May 1). First-year students who are granted a deferral should not undertake academic work for college credit (or matriculate) at another institution during this period, unless approved by the Office of Admission. Once a student's deferral has been approved, an additional non-refundable \$500 Advance Tuition Payment will be due to hold the student's place in the class.

Students who intend to matriculate at another institution but desire to eventually enroll at Puget Sound must reapply for admission at a future date as a transfer student.

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 sixteen (16) units of advanced standing credit by examination, including AP and IB credit. AP credit may be applied toward university core requirements and students may earn exemptions from first-year Puget Sound courses. 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 Theory of Knowledge if a student has earned the IB Diploma. Students may be allowed up to a total of sixteen (16) units of advanced standing credit by examination, including AP and IB credit. Details regarding specific course exemptions are available from the Office of the Registrar.

College Classes While in High School (including Running Start).

College credits earned prior to high school graduation may transfer if such credits appear on the transcript of a regionally-accredited college or university. This includes coursework completed through concurrent enrollment programs, such as Washington's Running Start and College in the High School programs. All other transfer restrictions apply, including credit limits, general transferability, university core requirements, and major and minor credit policies.

Transfer Admission

Students who have attended other regionally accredited colleges or universities may apply for Transfer Admission. Each student is admitted on a selective basis. The following general criteria are applied:

1. Honorable dismissal from the institution(s) previously attended.
2. Good academic standing at the institution last attended, with a minimum cumulative grade point average of 2.0 to be considered.

Transfer of Credit. The university will evaluate for transfer all courses which are appropriate to a Puget Sound baccalaureate degree program. Transferability will be determined through a course evaluation in accordance with the policies established by the faculty and administration.

To be transferable, a course must be offered by a regionally accredited university or college recognized by University of Puget Sound. Personal development, remedial, technical, or vocational courses are not transferable.

General Policies for Transfer Students

1. One University of Puget Sound unit is equivalent to four (4) semester credits or six (6) quarter credits.
2. Transfer students are limited to 16 units (96 quarter credits or 64 semester credits) of transfer credit and must earn at least 16 more units at Puget Sound to complete the 32 units required for a bachelor's degree.
3. The maximum activity credit allowed within a Puget Sound degree program is 2.0 units. Activity credit includes athletics, music performance, theatre performance, forensics, and any other student participation program.
4. Advanced Placement (AP) or International Baccalaureate (IB) examination scores should 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 Seminars in Scholarly Inquiry and Connections core requirements 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 (first and sophomore years) and the last 16 units (junior and senior years) of coursework. The following educational programs are considered part of the first and 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 or more units, that student cannot count credit earned through one of the above first and 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, scanned originals, 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. The *Common Application*. The university is a member and exclusive user of the Common Application for Transfers. The Common Application, including the Member Questions section, must be

completed and submitted online at commonapp.org.

2. *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, ACT or test-optional essays. All transcripts must be sent by institutions previously attended and not by way of the student. Official evaluation of the transcripts will be provided to the student upon acceptance for admission.
3. *Application Fee.* A \$60 (U.S. funds) nonrefundable processing fee must be submitted with the Common Application. Official fee waivers are acceptable.
4. *College Report.* (Included in the Common Application.) This form is available online at commonapp.org. Applicants should submit this form to the Registrar's office at their current institution. The college official should forward the completed form to the Office of Admission.
5. *Academic Evaluation.* (Included in the Common Application.) One Academic Evaluation is required. This form is available online at commonapp.org. Applicants should submit this form to a current or recent college instructor. The evaluator should submit the completed form online or forward the completed form along with a personal recommendation to the Office of Admission.
6. Official scores of Advanced Placement (AP) or International Baccalaureate (IB) examinations 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.* The university is a member and exclusive user of the Common Application. The Common Application can be completed and submitted online at commonapp.org. Students should indicate the intent to enroll as a Second Baccalaureate Student in the Member Questions section.
2. *The Common Application Member Questions section.*
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 \$60 (U.S. Funds) nonrefundable processing fee must be submitted with the Common Application. Official fee waivers are acceptable.
5. *Academic Evaluation.* (Included in the Common Application.) One Academic Evaluation is required. This form is available online at commonapp.org. Applicants should submit this form to a current or recent college instructor. The evaluator should submit the completed form online or 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.

Deferred Transfer Admission. Students offered undergraduate admission to Puget Sound may request a deferral of enrollment, which must be approved by the Office of Admission. Generally, deferrals may be granted for one semester or one year, but not longer. If the deferral request is approved, any academic merit scholarship will also be deferred to the future entry term.

Admitted students requesting a deferral must confirm their enrollment, indicating their request to defer and an explanation of their plans for the deferral period, along with the Advanced Tuition Payment of \$500, on or before the posted response deadline. Transfer students who are granted a deferral may continue to take college courses at their current institution but should not enroll in courses (or matriculate) at another institution during the deferral period, unless approved by the Office of Admission. Once a student's deferral has been approved, an additional \$500 Advanced Tuition Payment will be due to hold the student's place in the class.

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) or whose leave of absence has expired should contact the Office of the Registrar.

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-matriculants must wait until the first day of the term to register for a class.
2. Registration of non-matriculant students is on a space-available basis.
3. 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.
4. No more than three (3) units taken as a non-matriculant may be applied toward a University of Puget Sound undergraduate degree.

Reservations, Payments, and Health Forms

First-year. Students admitted to Puget Sound will receive a Letter of Acceptance. A non-refundable Advance Tuition Payment of \$500 is required for each new student and reserves a place in the student body. Students must confirm their enrollment and submit the non-refundable Advance Tuition Payment by May 1 for regular decision or early action admission or within 30 days of their admission notification for early decision.

Puget Sound reserves the right to rescind an offer of admission should a student fail to maintain the academic and/or personal standards demonstrated in the individual's application.

Students should submit the Housing Application online after submitting their Advance Tuition Payment. 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 and a transfer credit evaluation.

A non-refundable Advance Tuition Payment of \$500 is required for each new student and reserves a place in the student body. Puget Sound reserves the right to rescind an offer of admission should a student fail to maintain the academic and/or personal standards demonstrated in the individual's application.

Students should submit the Housing Application online after submitting their Advance Tuition Payment. 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, 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.

English Proficiency. Students attending secondary school where the primary language of instruction is not English must submit their scores from SAT, ACT, the Test of English as a Foreign Language (TOEFL), or the International English Language Testing System (IELTS). A minimum of 80 on the TOEFL iBT or 6.5 on the IELTS is recommended.

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 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. Non-matriculating 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 ADMISSION TO THE UNIVERSITY

School of Education

To apply for the M.A.T. or M.Ed. degree, a student must complete an online School of Education application. For more information, please visit pugetsound.edu/education-application. All materials should be submitted directly to the Office of Admission. Questions about the admission process should be referred to the Office of Admission.

Application Procedures

Master of Arts in Teaching (M.A.T.)

University of Puget Sound Education Studies minors and/or Bachelor of Music in Music Education majors and all other University of Puget Sound graduates see information below about streamlined admission process.

1. *Application:* Complete the Application for Graduate Admission (via the online application available on the Puget Sound website). The application includes three essay prompts. Each response should be 300-500 words.
2. *Official Transcripts:* Arrange to have official transcripts of all completed college-level coursework forwarded to the university. Transcripts should be sent directly by each institution previously attended and reflect the completion of a baccalaureate degree from an accredited

institution. (Degree in-progress is acceptable as long as completion date is prior to the start of M.A.T. classes).

3. *Appraisal of Applicant forms:* Arrange to have two (2) Appraisal of Applicant for Degree Candidacy forms (available online) completed and submitted. Candidates should submit at least one academic reference if they have taken coursework at a college or university within the last three years.
4. *Resume:* Submit a resume.
5. *Interview:* An interview for M.A.T. candidates may be requested by the School of Education admission committee at its discretion.
6. *Supplemental Requirements:*
 - a. M.A.T. candidates are required to submit scores from an approved basic skills test and an approved content area exam. Score submission is not required for the application process. These scores can be submitted any time up until August 1.
 - Basic Skills Test:* M.A.T. candidates should arrange to have scores from the Washington Educator Skills Test - Basic (WEST-B) forwarded from National Evaluation Systems or qualifying ACT/SAT scores sent from the College Board. Out-of-state candidates may substitute either Praxis I or CBEST results for basic skills with approval from the School of Education.
 - Endorsement Test:* All M.A.T. candidates must meet the content requirements for at least one endorsement area. Secondary candidates must have earned at least the equivalent of a minor in a content area. Both elementary and secondary M.A.T. candidates should arrange to have scores sent from Pearson for either their National Evaluation Systems exam or for their Washington Educator Skills Test Endorsement exam.
 - b. Music Endorsement Candidates who graduated with a degree in music from an institution other than the University of Puget Sound must audition and submit transcripts to the School of Music. For more information, contact the Music Admission Coordinator in the School of Music at music.admission@pugetsound.edu or 253.879.3228.

Streamlined Admission Process 1 (for Education Studies minors and Bachelor of Music Education majors):

University of Puget Sound Education Studies minors and/or Bachelor of Music in Education majors in good standing will be reviewed through a streamlined process. These applicants should submit only the application and supplemental testing requirements described in number 6 above. Additional materials may be requested by the School of Education admission committee at its discretion.

Streamlined Admission Process 2 (for other University of Puget Sound graduates):

University of Puget Sound graduates in good standing, who are not Education Studies minors or Bachelor of Music in Music Education majors, will be reviewed through a streamlined admission process. These applicants should submit the application with responses to the three essay questions, the names and contact information of two references in lieu of written appraisals, and the supplemental testing requirements described in number 6 above. Additional materials may be requested by the School of Education admission committee at its discretion.

Master of Education in Counseling (M.Ed.)

University of Puget Sound graduates see information below about streamlined admission process.

1. *Application:* Complete the Application for Graduate Admission (via the online application available on the Puget Sound website). The

application includes an essay prompt. Responses should be 300-500 words.

2. *Official Transcripts:* Arrange to have official transcripts of all completed college-level coursework forwarded to the university. Transcripts should be sent directly by each institution previously attended and reflect the completion of a baccalaureate degree from an accredited institution. (Degree in-progress is acceptable as long as completion date is prior to the start of M.Ed. classes). Graduate Record Examinations (GRE) scores are required if candidate's undergraduate GPA is below 3.0 and candidate does not already have a Master's degree.
3. *Appraisal of Applicant forms:* Arrange to have two (2) Appraisal of Applicant for Degree Candidacy forms (available online) completed and submitted.
4. *Resume:* Submit a resume.
5. *Interview:* An interview is required for all M.Ed. in counseling candidates. Interviews are arranged by the School of Education after completed applications have been received.

Streamlined Admission Process:

University of Puget Sound graduates in good standing will be reviewed through a streamlined admission process to the M. Ed. program. These applicants should complete all of the steps in the admission process except they may submit names and contact information from two references in lieu written appraisals. Additional materials may be requested by the School of Education admission committee at its discretion.

A candidacy decision will be based on the Admission Committee's assessment of the applicant's potential as a professional in his or her chosen field. The indicators upon which this judgment is based are drawn from the above material as well as performance in any courses already taken in the School of Education. The intention of the faculty of the School of Education is to choose the best candidates from among the applicant pool to fill a limited number of available openings. The faculty seeks students who are mature, flexible, and motivated. The faculty also recognizes that varied life experiences and broad educational backgrounds contribute to a student's ultimate success.

State Required Documentation for K-12 Placements

Candidates who do not hold a valid Washington certificate will be required to complete the Character and Fitness supplement as part of the application for Washington certification. This application includes a Washington State Patrol and FBI fingerprint clearance. Candidates with any previous criminal conviction, serious behavior problem or previous license revocation must be cleared by the Office of the Superintendent of Public Instruction prior to certification. Questions and requests for additional information should be addressed to the certification officer in the School of Education (253.879.3382).

Occupational Therapy

The Master of Science in Occupational Therapy Program (M.S.O.T)

The entry-level Master's Program in Occupational Therapy, leading to a Master of Science in Occupational Therapy is for college graduates who wish to become occupational therapists. 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.

For complete information concerning application procedures, prerequisites, and acceptance to degree candidacy, see the Occupational

Therapy Program brochure (available in the Office of Admission, the School of Occupational Therapy, and online at pugetsound.edu/ot).

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 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 M.S.O.T. degree are contained in both publications.

Acceptance to Degree Candidacy

The Occupational Therapy Program Admission Committee bases its graduate candidacy decisions on the best balance of the following:

1. Academic ability as demonstrated by grade point average and Graduate Record Examination (GRE) scores;
2. Written communication skills;
3. Understanding of the role and functions of occupational therapy and the importance of a graduate degree in occupational therapy;
4. Academic performance in prerequisite courses;
5. Exposure to the practice of occupational therapy, including breadth and depth (for example, a job or volunteer position in an occupational therapy clinic).

Physical Therapy

The Doctor of Physical Therapy Program

The Physical Therapy Program is a post-baccalaureate graduate program leading to a Doctor of Physical Therapy degree (D.P.T.). The program is designed to educate an entry-level physical therapist, that is, the graduate student studies to enter the profession rather than to become a specialist within the profession.

A baccalaureate degree is prerequisite for enrolling in the Doctor of Physical Therapy Program. Diversity of educational background is desirable among potential physical therapists. Any undergraduate degree may lead to the successful study of physical therapy, and undergraduates are encouraged to follow their passion in selecting a major as a strong academic record is required for successful application to the D.P.T. program. Student must also demonstrate appropriate mastery of the prerequisite courses by passing each course with a grade of B (3.0) or better.

Complete information on the admission requirements and process can be found on the School of Physical Therapy web page at pugetsound.edu/pt.

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 graduates from other institutions.

For information on course sequence and the completion of degree requirements for the Doctor of Physical Therapy, see the School of Physical Therapy web page. The D.P.T. program is a full-time program with no option for part-time work and accepts no transfer credit from other DPT programs.

Acceptance to Degree Candidacy

The Physical Therapy Program Admission Committee bases its graduate candidacy decisions on the applicant's qualifications taken as a whole and strives to select those applicants whose educational records predict

academic success in the program and whose interests, background, and professional goals are compatible with the philosophy and goals of the Physical Therapy Program. Admission and degree candidacy decisions will be based on information related to the following:

1. Academic ability: Completion of a Baccalaureate degree with at least a B (3.0) cumulative GPA and a grade of B (3.0) or better in all prerequisite courses.
2. Graduate Record Examination (GRE) scores, not more than five years old.
3. Exposure to the practice of physical therapy, including breadth and depth (for example, a job or volunteer position in a physical therapy clinic). One hundred hours is recommended, but no minimum number of hours is required.
4. Content and quality of writing and references submitted in the application process.
5. Completion of all prerequisites prior to matriculation.
6. Professional and educator references.

DIVISION OF STUDENT AFFAIRS

Vice President for Student Affairs & Dean of Students: Uchenna Baker, Ph.D.

Associate Dean of Students/Student Support: Marta Cady

Associate Dean of Students/Residential Experience: Debbie Chee

Associate Dean of Students/Student Programs & Involvement: Sarah Comstock

Assistant Dean of Students: Sarah Shives

University Chaplain: Dave Wright '96

Director of Counseling, Health, & Wellness Services: Kelly Brown, Ph.D.

Director for Intercultural Engagement: Vivie Nguyen

Director of the Office of Rights & Responsibilities: Jessica Pense, Ph.D.

Director of Student Programs: Serni Solidarios

Director of Student Activities: Moe Stephens

The Vice President for Student Affairs/Dean of Students works on behalf of all students through collaboration with faculty, staff, and student leaders. She 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:

Center for Intercultural and Civic Engagement (CICE)

The Center for Intercultural and Civic Engagement houses a multitude of student resources. Home to the Office of Intercultural Engagement and the Office of Spiritual Life and Civic Engagement, students use CICE as an avenue for community, support, and programming.

Office of Intercultural Engagement

The Office of Intercultural Engagement is committed to enhancing intercultural awareness and creating an inclusive learning environment in which everyone feels heard, welcome, and respected. Our staff provides resources and support for all students interested in exploring identity-based issues. In particular, we support the individual and community needs of students of color; LGBTQ (lesbian, gay, bisexual, trans and non-binary, queer or questioning) students; women; first generation

college students; and students of various spiritual backgrounds, abilities, and documentation statuses. The office oversees the Student Diversity Center and Social Justice Center, which provide open and warm community space for students to gather with friends and organizations; seek solidarity; engage in intercultural dialogue; and implement/attend programs related to identities, communities, and cultures.

Spiritual Life and Civic Engagement

The Office of Spiritual Life and Civic Engagement 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, civic engagement, and community service. The University Chaplain is available to students, faculty, and staff 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 specific spiritual backgrounds, and students are always welcome to form new groups that meet their needs. Student Interfaith Coordinators help create and implement programs and give student leaders a chance to develop skills in interreligious leadership. Significant scholarship and leadership opportunities are available for returning students of all religious backgrounds.

The Office of Spiritual Life and Civic Engagement is a central point for the campus community to connect with off-campus organizations for service and engagement projects. Students can mentor and tutor local youth, volunteer for a campus "food salvage" program that supports a local transitional housing program, and participate in a program that collects thousands of items of clothing and furnishings for donation to Tacoma-area service organizations. We also actively support voter engagement and host speakers that encourage active citizenship.

The Office of Spiritual Life and Civic Engagement also works with a wide range of student groups and campus initiatives that support interest in and exploration of social justice, inclusion, and diversity. The office facilitates an Alternative Break program, which offers students the chance to spend part of fall and spring breaks immersed in Tacoma and other regional communities, 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 the Office of Intercultural Engagement to engage issues of difference and inclusion on campus. In addition, we help support and manage direct student services for those experiencing financial hardship, including the campus Food Pantry, a Lending Library for course-related books, and a Clothing Closet.

The Office of Spiritual Life and Civic Engagement also runs the Civic Engagement Pathway Program, a 4-semester, cohort-based, curricular and co-curricular program engaging identity and society, systems of oppression, volunteering and civic engagement. The program culminates in the Reflective Immersive Sophomore Experience (RISE) that helps students get internships in civic, political, non-profit, or social entrepreneurial areas of interest for the summer following their sophomore year. Students in the cohort attend class together and participate in a variety of field trips related to coursework that help connect them to a wide range of people and activities in the Tacoma community.

Counseling, Health, and Wellness Services (CHWS)

CHWS provides confidential multidisciplinary care in support of student physical and mental health.

Counseling Services: Our providers help students address anxiety, depression, substance abuse, eating disorders, issues related to sexuality and relationships, adjustment to college, trauma, and other concerns.

No appointment is needed to initiate counseling. Simply drop by CHWS for an initial screening week day afternoons between 1–4 p.m. Based on that contact, students and providers collaborate to determine best treatment options which might include short-term counseling in CHWS (group or individual treatments) or referral to off-campus providers for longer-term, specialized, or more intensive treatment needs.

Medical Services: CHWS provides confidential medical evaluation and treatment for primary health care needs. We emphasize self-care, health promotion, and disease prevention. Providers work to get students back to academic rigors as soon as possible, coaching students to become their own self-advocates with their healthcare needs. CHWS is not equipped to provide emergency room care, so students with urgent treatment needs should go directly to a local hospital. Appointments can be scheduled online, in person, or over the phone. Students are charged \$25-55 per visit depending on the complexity of their visit. Additional charges may be added for medications, vaccines, medical supplies, or lab tests, which CHWS typically bills at below-market rates. CHWS staff refer students to off-campus specialty care, X-rays, or other necessary services. Students are expected to arrive on campus with adequate health insurance supporting local area treatment.

New Student Orientation

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 Pacific Northwest.

BRAVe

Bystander Revolution Against Violence (BRAVe) creates and facilitates programming for the campus community to address issues of sexual and gender based violence including sexual assault, dating and domestic violence and stalking. Education around healthy relationships, consent and survivor support are also part of the portfolio of programming included for students.

Off-Campus Student Services (OCSS)

OCSS has a website with tips and resources to assist students living off campus. Topics on the website include Rights and Responsibilities, Conflict Resolution, Safety, Searching for Housing, Negotiating Your Lease, and how to make the transition to off-campus living.

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 (eleven 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 eight of the university's national fraternities and sororities—Sigma Alpha Epsilon, Phi Delta Theta, Beta Theta Pi, Sigma Chi, Alpha Phi, Gamma Phi Beta, Kappa Alpha Theta, and Pi Beta Phi; Delta Delta Delta members reside in campus houses; first-year students are not allowed to live in the chapter houses). Students residing in these buildings are required to purchase a meal plan. Residence Houses (these 48 houses vary in size) are reserved for continuing students, and include some theme housing. Students residing in residence houses have the option of purchasing a meal plan.

The university offers several special residential programs including Theme Floors and Halls (e.g., healthy living/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. 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 student leader team also initiates, organizes, and implements educational and developmental programs that contribute to the academic and personal growth of residents. The leader team enforces the Student Integrity Code and other university policies. Resident Community Coordinators (RCCs) are student leader teams working in the continuing student areas (on-campus houses, Oppenheimer Hall, Smith Hall, Thomas Hall, 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 Residence Life Student Leadership Teams 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 be enrolled in classes for the following semester. An application form for admitted students can be found on myPugetSound. Continuing students sign up for on-campus housing via the Housing Selection process in the spring semester.

Upon a room assignment, 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 pugetsound.edu/reslifepolicies.

Confirmation of room assignments and roommate information for fall enrollment is posted to myPugetSound and placement letters are mailed to admitted students during the month of June.

Rates

Room and board costs are charged as a unit, and all students living in residence halls (including Thomas Hall and 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 selection process is held for continuing students. In the spring semester, all current students are invited to participate in the on-line Housing Selection process. An email detailing the various options and process is sent in December. For more information, contact Residence Life, 253.879.3317, Campus Mailbox 1003. Information and policies about contracts, terms and conditions, and appeals listed above are applicable for all enrolled students.

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 Greek life and leadership, outdoor programs, and student-led cultural and social programs. The myriad programs are inclusive of all students and members of the Puget Sound community.

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 over a third of the student body and provides a supportive environment for its members. The Greek community at the University of Puget is founded upon the “Four Pillars” of Leadership, Scholarship, Service, and Tradition. These pillars represent the commitment from each fraternity and sorority to the values of our community. With a rich and storied tradition dating back more than 80 years, thousands of alumni have proudly and fondly looked back on their years as a member of the Greek community as a key part of their Puget Sound experience. Over the years, fraternities and sororities have played a major role in shaping student life at Puget Sound.

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, and outdoor and leadership skills development, and leadership opportunities.

Wheelock Student Center

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. The Information Center, located on the main level of the WSC, provides connections for new students and campus visitors as well as selling tickets to a variety of campus performances and lectures.

STUDENT FINANCIAL SERVICES

Associate Vice President for Student Financial Services: Maggie Mittuch
 Associate Director for Financial Aid: Bryan Gould
 Associate Director for Student Accounts: Cree Bradford

At Puget Sound, we believe that developing a strong foundation of financial literacy is an important part of a student’s education. Student Financial Services staff members actively partner with students and families to develop those financial literacy skills as we assist in establishing realistic plans and solutions for financing a Puget Sound education.

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 2019-2020

Tuition (full-time)	\$51,470
Standard Room and Board	\$13,000
Student Government Fee.....	\$270
TOTAL	\$64,740

Estimated Indirect Costs:

Books and supplies	\$1,000
Transportation—In State.....	\$500
Transportation—Out of State	\$ 1,420
Personal Expenses.....	\$1,906
Total Estimated Indirect Costs.....	\$3,406-4,326

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)	\$25,735
Overload, per unit	\$6,500
Part-time (less than 3 units), per unit.....	\$6,500
Tuition charges for fractional unit courses will be computed at the per unit rate of.....	\$6,500

Refer to the Academic Policies section of this *Bulletin* for definitions of full-time and part-time students, as well as overloads and activity units. For full-time students, failure to enroll in 4.25 academic units per term or 0.5 activity units does not accumulate future tuition credit.

All students in the Occupational Therapy 3-2 Program will be charged tuition at the undergraduate rate plus the student government fee until such time as a bachelor's degree is earned or the student is considered in graduate status for financial aid purposes. Once this occurs, the student will be charged on a per unit basis.

All students enrolled in a Second Baccalaureate program will be charged according to undergraduate rates less the student government fee.

Full-time students and alumni 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 non-auditable courses, see the *Academic Handbook*.

Rates for University-owned Residences

Standard Room and Board\$13,000

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, Union Avenue, Commencement Hall, 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 Residence Life office. 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 \$200 per quarter-unit, not to exceed \$400 for lessons taken for the same instrument. The fee 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)	\$100
First Aid/CPR (PE 196)	\$54
Golf (PE 152, PE 153).....	\$70
Intro to Backpacking (PE 131)	\$80
Adv. Backpacking/Mountaineering (PE 132)	\$90
Horseback Riding (PE 137, PE 138)	\$500
Kanji in Context (JAPN 230).....	\$10
Lifeguard Training (PE 159)	\$54
Major Exploration & Decision (ACAD 201)	\$10
Martial Arts (PE 146).....	\$50
Nutrition/Energy Balance (EXSC 301).....	\$40
Physiology of Exercise (EXSC 363)	\$50
Advanced Exercise Physiology (EXSC 429).....	\$50
Rock Climbing (PE 134).....	\$95
Sailing (PE 135, PE 136).....	\$275
Scuba (PE 130).....	\$82

Other Fees

Application for admission.....	\$60
Late confirmation fee (for payment received after the payment deadline).....	\$200
Payment plan participation fee (per semester).....	\$80
Returned check fee.....	\$25
Advance tuition payment - entering students.....	\$500

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 Direct loans or Federal 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, work-study) students are eligible to receive. Puget Sound strives to create a financial aid package that meets a student's demonstrated need, although funding limitations or other eligibility criteria can 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 University of Puget Sound (code 003797). The FAFSA is available online at www.fafsa.gov/.

First-year applicants interested in being considered for need-based financial aid should complete the FAFSA by the application deadline for admission to receive priority consideration. Please consult the Admission Office webpage at pugetsound.edu/apply for current application deadlines.

Graduate Students should submit the FAFSA no later than March 31.

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 Direct 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 Direct loans: Subsidized and Unsubsidized Direct loans. The Subsidized Direct Loan is need-based and requires demonstrated need according to the FAFSA. The government pays the interest on these loans while a student is enrolled at least half time. Unsubsidized Direct loans are not need-based, interest begins accumulating as soon as the funds are disbursed to the university. Payment is not required on these loans while a student maintains half time enrollment. Students can elect to make payments towards the interest accumulating on Unsubsidized Direct loan by contacting the loan servicer. The interest rate for undergraduate Federal Direct loans is currently fixed at 5.05% and is subject to change.

Federal Perkins Loan

The federal Perkins Loan program has ended and no new loans can be made. If you borrowed a loan through the Perkins Loan program, you may be eligible to have part or all of the loan cancelled. The loan program carries certain cancellation provisions, including provisions for those working in the Allied Health Professions and for certain areas of teaching. Information on these cancellation opportunities is available on the Student Financial Services website at pugetsound.edu/sfs.

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.

Academic Scholarships

All incoming undergraduate students are considered for academic merit scholarships, which range in amount from \$13,000–\$24,000. Awards are based on the students overall admission application, including standardized test scores and academic performance in high school or college. No separate application is required.

Lillis Foundation Scholarships

The Lillis Foundation Scholarship, a full tuition and room and board scholarship, will be awarded to two entering first-year students who exhibit the potential to become competitive candidates for undergraduate and postgraduate fellowships and scholarships. Lillis Scholarship applications, standardized test scores, and complete admission applications are due by December 15. 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 first-year students 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. Matelich Scholarship applications

and complete admission applications are due by December 15. Finalists will be selected by a scholarship committee and invited to Puget Sound for an interview.

National Merit Scholarships

Incoming first-year students who are National Merit Finalists and list 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.

Department Nominated Scholarships

Puget Sound's department sponsored scholarship program is composed of a number of named scholarships provided through the financial commitments of University of Puget Sound alumni and friends. These scholarships are awarded to students based on their academic achievement and/or financial need. Scholarship recipients are recommended by the department faculty during the spring semester for the following academic year. Details on these programs are available on the Student Financial Services website.

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. Auditions and/or scholarship applications are required.

Art Scholarships – Awarded to students who plan to major in visual arts or art history.

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

A limited number of named scholarships established by Puget Sound alumni and friends will be awarded to currently enrolled students meeting the selection criteria defined by individual donors. Completion of a scholarship application, available on the Student Financial Services web site, is required for consideration for some but not all awards. Scholarships are awarded in late spring on an annual basis and applied to the recipient's financial aid package for the following academic year.

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 university 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 pugetsound.edu/scholarships.

Part-Time Employment Opportunities

Career and Employment Services (CES) maintains information on part-time employment opportunities available to all Puget Sound students regardless of work-study status. Priority in placement for on-campus jobs is given to those who have been awarded work-study as part of their financial aid package.

Parent Federal PLUS Loan

Parents may borrow a Federal Direct 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 currently fixed at 7.6%. PLUS Loans have an origination fee of 4.248% that is subtracted from each disbursement. Interest rates and fees change annually. Detailed information is available at pugetsound.edu/sfs.

Private Education Loans

Puget Sound encourages students to pursue federal student loans prior to applying for private educational loans. Private loans are designed to meet educational costs not covered by other forms of financial aid, provided the qualifying credit and income criteria are met; cosigners are usually required. Information about private loan programs is available at pugetsound.edu/loans.

Veterans Aid

Select academic programs at University of Puget Sound are approved by the United States Department of Veterans Affairs (VA). A student who is eligible for Chapter 30, 35, 1606, or 1607 benefits should contact the Veterans Affairs Coordinator in the Office of the Registrar (Jones Hall, Room 013; 253.879.3160). A student who qualifies for Chapter 33 or 31 Vocational Rehabilitation benefits should contact Student Financial Services (Jones Hall, Room 019; 253.879.3214).

Billing and Payment

Puget Sound utilizes an online billing system called TouchNet Bill + Payment. Through Bill + Payment, students and authorized users can view monthly bills, account activity and make online payments via e-check or credit card.

Semester billing information will be available online in early July for fall and early January for spring semester. The monthly statement summarizes your semester charges (estimated tuition, fees, room and board) less your estimated financial aid, to calculate the payment due. More billing information can be found online at pugetsound.edu/admission/tuition-aid-scholarships/bill-payment-information-new/.

Financial aid credit is not given for 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 online through the Bill+ Payment system by e-check or credit card. Debit cards are not accepted. Credit card payments are subject to a 2.8% service fee. Checks and cash are also accepted forms of payment. Please note that credit cards are only accepted through the Bill + Payment system. We are unable to accept credit card payments by phone or in person by card swipe.

Payment Deadlines

Payment is due by the following deadlines:

Fall: August 15

Spring: January 15

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 15 for fall and January 15 for spring, with additional payments due the fifteenth of each month. Families must sign up for the payment plan each semester they wish to use it. A late fee of \$25 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, and sufficient justification for such action exists.

Registration for Classes

Registration for classes is confirmed when the required payment for the semester has been received. Students who have not made financial arrangements by the payment deadline are assessed a \$200 late fee. Students who do not have their payment arrangements completed by the tenth day of classes may have their registration cancelled. Students are able to re-register on a space-available basis once financial arrangements have been made.

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 are eligible for a 100% tuition adjustment from the 1st day of the semester through the 10th day of the semester. No tuition adjustments for partial withdrawals (drops from full to part time or reduction of overload units) are available after the 10th day of classes. Lack of attendance does not cancel the student's financial responsibility.

Students are encouraged to discuss plans to change enrollment prior to making the adjustment with their Financial Aid Counselor. Tuition

adjustments for complete term withdrawals after the 10th day of the semester are made according to the following timetable:

Withdrawal from the 11th day of classes through the end of the 4th week – 50%; withdrawal from the start of the 5th week through the end of the 6th week-25%; withdrawal from the start of the 7th week through the 8th week – 0%; thereafter – no refund.

For the exact dates of adjustment periods by semester, refer to the Academic Calendar.

Housing Refund Policy: Students withdrawing before the 10th day of classes will receive a 100% refund on housing charges but will be assessed a \$500 housing cancellation fee. Room charges are non-refundable for students withdrawing after the 10th day of classes. Detailed information on the room charge refund policy is available from the Office of Residence Life.

Board charges will be adjusted based upon the unused portion of the student’s meal plan for those students who withdraw before the end of a semester.

Financial Aid for students dropping from full-time to part-time or completely withdrawing will be 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 changes in tuition and fees, 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. Please note that the Financial Aid Return policy and calendar is different from the Tuition Adjustment policy and calendar for reasons of Title IV Federal Aid regulatory compliance.

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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Director of Academic Advising: C. Landon Wade
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Director of International Programs: Roy Robinson
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FULL-TIME FACULTY

Allen, Roger: Professor, Physical Therapy
BS, MSED, 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

Arias, Abel: Visiting Instructor, Hispanic Studies
BA, MA, University of Washington, 2011, 2014
MA, University of Texas at Austin, 2017

Austin, Greta: Professor, Religious Studies
BA, Princeton University, 1990
MA, University of Colorado Boulder, 1992
MPHIL, PhD, Columbia University, 1996, 2000

Barkin, Gareth: Professor, Sociology and Anthropology/Asian Studies
BA, University of California Santa Cruz, 1995
AM, PhD, Washington University, 2000, 2004

Barry, William: Professor, Classics/History
BA, Whitman College, 1980
MA, PhD, University of Michigan, 1984, 1988

Bartanen, Kristine: Professor, Communication Studies
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, Johns Hopkins University, 1976
MA, PhD, University of Pittsburgh, 1978, 1984

Beck, Terry: Professor, Education
BA, Seattle Pacific University, 1979
M.ED, University of Puget Sound, 1990
PhD, University of Washington, 2000

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

Behling, Laura: Professor, English/Provost
BA, Kalamazoo College, 1989
MS, Boston University, 1991
MA, PhD, The Claremont Graduate School, 1992, 1997

Belot, Françoise: Visiting Instructor, French Studies
MAITR, Université de Nice-France, 1998
DEA, Université de Nice-France, 1999
MA, PhD, University of Washington, 2004, 2013

Bennett, Natasha: Visiting Assistant Professor, Politics and Government
BA, Rutgers University, 2011
MA, PhD, University of California, Santa Barbara, 2013, 2018

Benveniste, Mike: Assistant Professor, English
BA, MA, University of California Santa Barbara, 2000, 2003
PhD, Stanford University, 2012

Bernhard, James: Professor, Mathematics and Computer Science
BA, Princeton University, 1993
PhD, Harvard, 2000

Beyer, Tim: Associate Professor, Psychology
BA, Washington University, 2001
PhD, University of California, Berkeley, 2006

Bodine, Sigrun: Professor, Mathematics and Computer Science
MA, San Diego State University, 1991
PhD, University of Southern California, 1998

Boer, Mary: Clinical Instructor, Education
BA, MAT, University of Puget Sound, 1996, 1998

Boisvert, Luc: Associate Professor, Chemistry
BS, PhD, Sherbrooke University, 1999, 2006

Boyles, Bob: Clinical Professor, Physical Therapy
BS, Eastern Washington University, 1989
MS, DSC, Baylor University, 1991, 2002

Brackett, LaToya: Visiting Assistant Professor, African American Studies
BA, Cornell University, 2006
MA, PhD, Michigan State University, 2011

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

Brody, Nicholas: Associate Professor, Communication Studies
BS, PhD, The University of Texas at Austin, 2005, 2013
MA, Arizona State University, 2009

Brown, Gwynne: Professor, Music
BM, University of Puget Sound, 1995
MM, Indiana University Bloomington, 1997
PhD, University of Washington, 2006

Buescher, Derek: Professor, Communication Studies
BA, Whitman College, 1992
MA, University of California, Davis, 1995
PhD, University of Utah, 2003

Burgard, Dan: Professor, Chemistry
BA, Colorado College, 1996
PhD, University of Denver, 2006

Camp, Quill: Visiting Assistant Professor, Theatre Arts
BA, Reed College, 1999
MFA, Brown University, 2002
PhD, University of California at Santa Barbara, 2015

Carruth, Ellen: Professor, Education
BS, MED, Tennessee Tech University, 1995, 2004
MM, Florida State University, 1996
PhD, University of Tennessee, 2008

Chambers, America: Assistant Professor, Mathematics and Computer Science
BA, Swarthmore College, 2005
MS, PhD, University of California, Irvine, 2010, 2013

Chen, Xi: Visiting Assistant Professor, Mathematics and Computer Science
BS, Henan University, 2009
MS, North China University of Technology, 2012
MS, PhD, Middle Tennessee State University, 2017, 2019-Anticipated

Chiu, David: Associate Professor, Mathematics and Computer Science
BS, MS, Kent State University, 2002, 2004
PhD, Ohio State University Columbus, 2010

Christoph, Julie: Professor, English
BA, Carleton College, 1993
MA, PhD, University of Wisconsin Madison, 1996, 2002

Claire, Lynnette: Professor, Business and Leadership
BA, BS, University of California, Davis, 1989, 1989
MS, PhD, University of Oregon, 2001, 2005

Clark, Cynthia: Visiting Assistant Professor, Psychology
BA, University of Colorado Boulder, 1996
MS, PhD, Colorado State University, 2000, 2003

Clark, Kenneth: Instructor, Geology
BS, Central Washington University, 1984
MS, Western Washington University, 1988

Coffman, Kirsten: Assistant Professor, Exercise Science
BA, North Central College, 2012
PhD, Mayo Clinic Graduate School of Biomedical Sciences, 2017

Colbert-White, Erin: Associate Professor, Psychology
BS, Denison University, 2007
MS, PhD, University of Georgia, 2009, 2013

Crane, Johanna: Professor, Chemistry
BS, Muskingum College, 1989
AM, PhD, Washington University, 1991, 1994

Crawford, Isiaah: Professor, Psychology/President
BA, St Louis University Mo, 1982
MA, PhD, Depaul University, 1985, 1987

DeHart, Monica: Professor, Sociology and Anthropology
BA, University of California, Davis, 1994
MA, PhD, Stanford University, 1997, 2001

DeMarais, Alyce: Professor, Biology
BS, University of Washington, 1985
PhD, Arizona State University, 1991

DeMotts, Rachel: Professor, Environmental Policy and Decision Making
BA, Marquette University, 1995
MA, PhD, University of Wisconsin Madison, 2000, 2005

Despres, Denise: Professor, Humanities/Honors/English
BA, University of Notre Dame, 1979
MA, PhD, Indiana University, 1977, 1985

Dillman, Brad: Professor, International Political Economy
BA, Ohio State University Columbus, 1984
MA, MPHIL, PhD, Columbia University, 1987, 1988, 1994

Dong, Yige: Assistant Professor, International Political Economy
BS, Peking University, 2003
BS, University of Hong Kong, 2007
MA, University of Chicago, 2010
MA, PhD, Johns Hopkins University, 2015, 2019-Anticipated

Dove, Wendy: Visiting Instructor, Mathematics and Computer Science
BS, MAT, University of Puget Sound, 1985, 1991

Dueker, Alicia Ramirez: Visiting Instructor, Hispanic Studies
BA, Escuela Normal Victor Mercante, 1980, 1982
MA, PhD, University of Washington, 1990, 1996

Duthely, Regina: Assistant Professor, English
BA, PhD, St Johns University, 2007, 2017
MA, Cuny Queens College, 2011

Elliott, Greg: Professor, Physics
BA, BS, University of California Santa Barbara, 1980, 1980
MS, PhD, University of California, San Diego, 1982, 1988

Elliott, Joel: Professor, Biology
BS, MS, University of Alberta, 1983, 1987
PhD, Florida State University, 1992

Erving, George: Professor, Honors/Humanities/English
BA, Stanford University, 1977
MBA, University of Oregon, 1980
MA, St. John's College, 1995
MA, PhD, University of Washington, 1996, 2005

Erzen, Tanya: Visiting Associate Professor, Religious Studies
BA, Brown University, 1995
MPHIL, PhD, New York University, 1998, 2002

Evans, James: Professor, Physics/Science, Technology and Society
BS, Purdue University West Lafayette, 1970
PhD, University of Washington, 1983

Ferrari, Lisa: Professor, Politics and Government
BA, Williams College, 1986
MA, Boston College, 1989
PhD, Georgetown University, 1998

Fields, Karl: Professor, Politics and Government/Asian Studies
BA, Brigham Young University, 1983
MA, PhD, University of California, Berkeley, 1984, 1990

Fisher, Amy: Associate Professor, Science, Technology and Society
BS, Mount Allison University, 1999
MS, The University of Calgary, 2002
PhD, University of Minnesota, 2010

Fortmann, Lea: Assistant Professor, Economics
BA, Gonzaga University, 2003
MPA, University of Washington, 2007
PhD, Ohio State University Columbus, 2014

Fox-Dobbs, Kena: Associate Professor, Geology/Environmental Policy
and Decision Making
BS, Brown University, 1999
PhD, University of California Santa Cruz, 2006

Freeman, Sara: Associate Professor, Theatre Arts
BA, University of Puget Sound, 1995
MA, PhD, University of Wisconsin Madison, 1997, 2002

Fry, Poppy: Associate Professor, History
BA, Kenyon College, 2000
MA, PhD, Harvard, 2002, 2007

Gardner, Andrew: Professor, Sociology and Anthropology
BA, George Washington University, 1991
MA, PhD, The University of Arizona, 2000, 2005

Gast, Betsy: Instructor, Education
BA, University of Oregon, 1974
M.ED, University of Puget Sound, 1978

Gessel, Megan: Assistant Professor, Chemistry
BA, Whitman College, 2005
PhD, University of California Santa Barbara, 2011

Gibson, Cynthia: Visiting Assistant Professor, Mathematics and
Computer Science
BA, University of Puget Sound, 1989
MS, PhD, University of Oregon, 1991, 1995

Glover, Denise: Visiting Assistant Professor, Sociology and
Anthropology
BA, Bard College, 1989
PhD, University of Washington, 2005

Goldstein, Barry: Professor, Geology/Environmental Policy and
Decision Making
BA, Cuny Queens College, 1975
MS, PhD, University of Minnesota, 1980, 1985

Gomez, Andrew: Assistant Professor, History
BS, BA, Florida International University, 2008, 2010
MA, PhD, University of California, Los Angeles, 2012, 2015

Gordon, Dexter: Professor, African American Studies/Communication
Studies
BA, Jamaica Theological Seminary, 1984
MA, Wheaton College, 1991
PhD, Indiana University, 1998

Grinstead, Jeff: Associate Professor, Chemistry
BS, University of Puget Sound, 1997
PhD, University of Washington, 2003

Gunderson, Chad: Assistant Professor, Art and Art History
BFA, Minnesota State University-Mankato, 2007
MFA, Arizona State University, 2011

Haltom, Bill: Professor, Politics and Government
BA, MA, PhD, University of Washington, 1975, 1978, 1984

Hamel, Fred: Professor, Education
BA, Santa Clara University, 1985
MA, MAT, University of Chicago, 1986, 1990
PhD, University of Washington, 2000

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

Hannaford, Sue: Professor, Biology/Neuroscience
BS, California Institute of Technology, 1987
PhD, University of Washington, 1993

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

Hanson, David: Visiting Instructor, Hispanic Studies
BA, Pacific Lutheran University, 1991
MA, Seattle University, 2000

Harris, Paul: Visiting Assistant Professor, Music
BS, LLB, BA, MA, The University of Calgary, 1983, 1986, 1996, 1999
PhD, University of North Carolina Chapel Hill, 2007

Hastings, Jennifer: Professor, Physical Therapy
BA, University of California, Berkeley, 1981
MSPT, Boston University, 1985
PhD, University of Washington, 2006

Hodum, Peter: Associate Professor, Biology/Environmental Policy and Decision Making
BA, Bowdoin College, 1988
PhD, University of California, Berkeley, 1999

Holland, Suzanne: Professor, Religious Studies/Bioethics
BA, Indiana University, 1978
MA, Louisville Presbyterian Theological Seminary, 1991
PhD, Graduate Theological Union, 1997

Hong, Zaixin: Professor, Art and Art History
BA, Zhejiang University, 1982
MA, PhD, China National Academy of Fine Arts, 1984, 1996

Hooper, Kent: Professor, German Studies/Humanities
BA, MA, PhD, Northwestern University, 1980, 1980, 1986

Houston, Renee: Professor, Communications Studies
BA, University of California Santa Barbara, 1991
MA, PhD, Florida State University, 1993, 1996

Hoyos Galvis, Jairo: Assistant Professor, Hispanic Studies
BA, MA, Universidad De Los Andes, Columbia, 2010, 2012
MA, PhD, University of Pittsburgh, 2013, 2016

Hutchinson, Rob: Professor, Music
BA, California State University Bakersfield, 1992
MM, Northern Arizona University, 1993
PhD, University of Oregon, 1998

Huynh, Tina: Assistant Professor, Music
BA, BM, California State University Long Beach, 2005, 2005
MM, DMA, University of Southern California, 2014, 2019-Anticipated

Imbrigotta, Kristopher: Visiting Assistant Professor, German Studies
BA, Ohio University Athens, 2003
MA, PhD, University of Wisconsin Madison, 2006, 2013

Irvine, Darcy: Visiting Assistant Professor, English
BA, University of California, Los Angeles, 2002
MA, PhD, University of California, Davis, 2004, 2011

Jackson, Martin: Professor, Mathematics and Computer Science
BS, University of Puget Sound, 1984
MS, PhD, University of Oregon, 1985, 1990

Jacobson, Robin: Professor, Politics and Government
BS, Johns Hopkins University, 1996
PhD, University of Oregon, 2004

Jasinski, James: Professor, Communication Studies
BA, MA, Northern Illinois University, 1978, 1980
PhD, Northwestern University, 1986

Johnson, Gregory: Visiting Assistant Professor
BS, Whitworth University, 1997
PhD, Arizona State University, 2003

Johnson, Kristin: Professor, Science, Technology and Society
BA, University of Washington, 1997
MA, PhD, Oregon State University, 2000, 2003

Johnson, Lisa: Professor, Business and Leadership
BA, MPA, Indiana University Bloomington, 1996, 1997
JD, Northwestern School of Law of Lewis & Clark College, 2001
MFA, Pacific Lutheran University, 2010
PhD, Portland State University, 2011

Johnson, Michael: Professor, Art and Art History
BFA, University of Massachusetts, 1992
MFA, University of Cincinnati, 1995

Joshi, Priti: Professor, English
BA, University of Maryland, 1988
PhD, Rutgers University, 1998

Kaminsky, Tatiana: Professor, Occupational Therapy
BS, University of Wisconsin Madison, 1995
MS, PhD, University of Washington, 2003, 2008

Kapalczynski, Ania: Assistant Professor, Business and Leadership
BA, University of Louisville, 2009
PhD, University of Texas San Antonio, 2017

Kelley, Diane: Professor, French Studies
BA, The College of William and Mary, 1990
MA, PhD, University of California, Los Angeles, 1993, 1998

Kendall, Chris: Assistant Professor, Politics and Government
BA, Miami University, 1994
JD, University of California, Berkeley, 2001
PhD, Princeton University, 2014

Kessel, Alisa: Professor, Politics and Government
BA, BS, MA, Arizona State University, 1998, 1998, 2000
PhD, Duke University, 2006

Kigar, Sam: Assistant Professor, Religious Studies
BA, Reed College, 2006
MA, PhD, Duke University, 2014, 2018

Kim, Jung: Associate Professor, Exercise Science
BS, University of California, Los Angeles, 1995
MA, Pepperdine University, 2000
PhD, New Mexico State University, 2006

Kontogeorgopoulos, Nick: Professor, International Political Economy
BA, University of North Carolina Chapel Hill, 1992
MA, University of Toronto, 1994
PhD, The University of British Columbia, 1998

Kotsis, Kriszta: Professor, Art and Art History
MA, Eotvos Lorand University, 1990
PhD, University of Washington, 2004

Krause, Alan: Associate Professor, Business and Leadership
BA, Williams College, 1989
MBA, Portland State University, 2002
PhD, University of Oregon, 2012

Krughoff, Laura: Assistant Professor, English
BA, Loyola University Chicago, 2000
MFA, University of Michigan, 2003
PhD, University of Illinois Chicago, 2014

Kukreja, Sunil: Professor, Sociology and Anthropology
BA, St Cloud State University, 1985
MA, Kansas State University Manhattan, 1987
PhD, American University - Washington DC, 1990

Faculty

Kupinse, William: Professor, English
BA, Colby College, 1989
MA, Bucknell University, 1995
MA, PhD, Vanderbilt University, 1996, 1999

Lago-Grana, Pepa: Professor, Hispanic Studies
LICEN, University of Santiago de Compostela, 1991
MA, PhD, University of Nebraska - Lincoln, 1993, 1997

Lañctot, Brendan: Associate Professor, Hispanic Studies
BA, Haverford College, 2000
MA, MPHIL, PhD, Columbia University, 2002, 2005, 2008

Lara, Jose: Visiting Instructor, Hispanic Studies
PhD, The University of British Columbia, 2016

Latimer, David: Associate Professor, Physics
BA, Vanderbilt University, 1998
MS, PhD, University of Oxford, 1999, 2002

Lear, John: Professor, History/Latin American Studies
BA, Harvard, 1982
MA, PhD, University of California, Berkeley, 1986, 1993

Lee, Hajung: Assistant Professor, Religious Studies/Bioethics
BSE, Duke University, 2000
JD, Seattle University, 2006
MA, Fuller Theological Seminary, 2010
MBE, Harvard Medical School, 2017
PhD, Boston University, 2019 expected

Leuchtenberger, Jan: Professor, Asian Studies
BA, Grove City College, 1986
MA, Monterey Institute International Studies, 1995
MA, PhD, University of Michigan, 2001, 2005

Lewin, Benjamin: Professor, Sociology and Anthropology
BA, Trinity University, 1999
MA, University of Akron, 2001
PhD, Arizona State University, 2005

Li, Mengjun: Assistant Professor, Asian Studies
BA, Fudan University, 2007
MA, PhD, Ohio State University Columbus, 2009, 2014

Liao, Sam: Associate Professor, Philosophy
BA, Rutgers University, 0
MA, PhD, University of Michigan, 2008, 2011

Livingston, Grace: Professor, African American Studies
BA, Jamaica Theological Seminary, 1984
MS, PhD, University of Wisconsin Colleges, 1991, 2003

Livingston, Lynda: Professor, Business and Leadership
BA, The University of Texas at Austin, 1985
MS, Texas A&M University, College Station, 1988
PhD, University of Washington, 1996

Looper, Julia: Associate Professor, Physical Therapy
BS, MSPT, Boston University, 1999, 2001
PhD, University of Michigan, 2008

Ludden, Mikiko: Instructor, Asian Studies
BA, Kyoto Sangyo University, 1979
MA, Ohio University Athens, 1986

Ly, Pierre: Associate Professor, International Political Economy
BA, MA, PhD, University of Toulouse, 2001, 2002, 2007

MacBain, Tiffany: Professor, English
BA, PhD, University of California, Davis, 1991, 2004
MA, California State University of Sacramento, 1998

MacRae, Alistair: Artist in Residence, Music
BA, Princeton University, 1996
MM, Manhattan School Music, 2000
DMA, CUNY Graduate Center, 2015

Madlung, Andreas: Professor, Biology
Staatsexam, Universitat Hamburg, 1995
PhD, University of Oregon, 2000

Maldonado, Jose Angel: Assistant Professor, Communication Studies
BA, MA, University of Texas El Paso, 2008, 2011
PhD, University of Utah, 2017

Marcavage, Janet: Professor, Art and Art History
BFA, University of the Arts, 1997
MFA, University of Wisconsin Madison, 2004

Martin, Mark: Associate Professor, Biology
BA, University of California, Los Angeles, 1980
PhD, Stanford University, 1986

Matthews, Jeffrey: Professor, Business and Leadership
BS, Northern Arizona University, 1987
MBA, MA, University of Nevada Las Vegas, 1990, 1995
PhD, University of Kentucky Lexington, 2000

McCall, Gary: Professor, Exercise Science
BS, The University of Texas at Austin, 1989
MS, University of Colorado Boulder, 1994
PhD, University of California, Los Angeles, 2000

McCourt, Jill: Visiting Instructor, Chemistry
BS, Linfield College, 2003
PhD, University of Notre Dame, 2012

McMillian, Danny: Clinical Professor, Physical Therapy
BA, University of Texas San Antonio, 1989
MPT, DSC, Baylor University, 1991, 2003

Melchior, Aislinn: Professor, Classics
BA, University of Washington, 1998
MA, PhD, University of Pennsylvania, 2002, 2004

Mifflin, Amanda: Associate Professor, Chemistry
BA, Wellesley College, 2001
PhD, Northwestern University, 2006

Milam, Garrett: Professor, Economics
BS, California Polytechnic State University, 1996
MA, PhD, University of California Santa Cruz, 1998, 2002

Monaco, Andrew: Associate Professor, Economics
BA, William Paterson University, 2005
MA, PhD, University of Kansas, 2009, 2012

Moore, David: Professor, Psychology
BA, Wheaton College, 1993
MS, PhD, University of Utah, 1998, 2001

Moore, Sarah: Professor, Psychology
BA, MA, PhD, Bowling Green State University, 1987, 1991, 1993

Morris, Gerard: Associate Professor, Music
BA, Western Michigan University, 1998
MA, University of Colorado Boulder, 2003
PhD, Northwestern University, 2013

Morton, Heidi: Assistant Professor, School of Education
BA, M.Ed, University of Puget Sound, 1993, 1997
PhD, Oregon State University, 2018

Nakamura, Wendell: Clinical Assistant Professor, Occupational Therapy
BA, University of California, Berkeley, 1986
MOT, DROT, University of Puget Sound, 1998, 2016

Nealey-Moore, Jill: Associate Professor, Psychology
BS, University of California Santa Barbara, 1992
MS, PhD, University of Utah, 1997, 2002

Neighbors, Jennifer: Professor, History
BS, University of Virginia, 1996
MA, PhD, University of California, Los Angeles, 1999, 2004

Neshyba, Steven: Professor, Chemistry
BA, Reed College, 1981
PhD, Yale University, 1990

Nimjee, Ameera: Assistant Professor, Music
BM, MA, University of Toronto, 2009, 2011
PhD, University of Chicago, 2019

Nunn, Lisa: Visiting Assistant Professor, Economics/International
Political Economy
BS, University of Puget Sound, 1985
MA, PhD, Washington University, 1986, 1989

O'Neil, Patrick: Professor, Politics and Government
BA, University of Oregon, 1987
PhD, Indiana University Bloomington, 1994

Orlin, Eric: Professor, Classics
BA, Yale University, 1986
PhD, University of California, Berkeley, 1994

Padula, Dawn: Associate Professor, Music
BA, BM, Trinity University, 1997, 1997
MM, Manhattan School Music, 1999
DMA, University of Houston, 2004

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

Peine, Emelie: Associate Professor, International Political Economy
BA, The Evergreen State College, 1998
MS, PhD, Cornell University, 2002, 2009

Pepper, Rachel: Associate Professor, Physics
SCB, Brown University, 2002
BA, Cambridge University, 2004
MA, PhD, Harvard, 2006, 2009

Perry, Lotus: Instructor, Asian Studies
BA, Tunghai University, 1984
MA, University of Washington, 1986

Pickard, Matthew: Instructor, Mathematics and Computer Science
BED, University of Hawaii West Oahu, 1980
M.ED, University of Puget Sound, 1992

Pitonyak, Jennifer: Associate Professor, Occupational Therapy
BA, Allegheny College, 1995
MS, Washington University, 1997
PhD, University of the Sciences Philadelphia, 2013

Pohl, Michael: Associate Professor, Exercise Science
BS, University of Bath - United Kingdom, 2002
PhD, University of Leeds, 2002

Price, Jacob: Assistant Professor, Mathematics and Computer Science
BS, Kalamazoo College, 2012
MS, PhD, University of Washington, 2012, 2018

Protasi, Sara: Assistant Professor, Philosophy
BA, University of Roma, La Sapienz, 2002
MA, MPHIL, PhD, Yale University, 2012, 2012, 2014

Pugh, Molly: Clinical Instructor, Education
BA, Lewis & Clark College, 1997
MAT, University of Puget Sound, 2003

Rajbhandari, Isha: Assistant Professor, Economics
BA, Gettysburg College, 2011
MS, PhD, The Ohio State University, 2014, 2017

Ramakrishnan, Siddharth: Associate Professor, Biology/Neuroscience
BE, Birla Institute of Technology and Science, 2000
MS, PhD, University of Illinois Chicago, 2002, 2005

Reich, Brad: Professor, Business and Leadership
BBA, University of Iowa, 1991
JD, Drake University, 1994
LLM, University of Missouri Columbia, 2001

Reinitz, Mark: Professor, Psychology
BA, Hampshire College, 1981
PhD, University of Washington, 1987

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

Richards, Brad: Professor, Mathematics and Computer Science
BA, Gustavus Adolphus College, 1988
MSC, University of Victoria, 1990
MS, PhD, University of Wisconsin Madison, 1992, 1996

Richman, Elise: Professor, Art and Art History
BFA, University of Washington, 1995
MFA, American University - Washington DC, 2001

Rink, Stacia: Visiting Assistant Professor, Chemistry
BS, University of Puget Sound, 1985
PhD, University of Washington, 1994

Roberts, Holly: Clinical Assistant Professor, Physical Therapy
BA, Western Washington University, 1998
MSPT, US Army-Baylor University-Houston, 2000
DPT, Baylor University, 2007

Rodgers, Steve: Instructor, French Studies
BA, MA, University of Oregon, 1979, 1982

Rogers, Brett: Associate Professor, Classics
BA, Reed College, 1999
PhD, Stanford University, 2005

Rouse, Melvin: Assistant Professor, Psychology
BS, Virginia Polytechnic Institute & State University, 2004
MA, Boston University, 2005
PhD, Johns Hopkins University Post-Baccalaureate Premed, 2014

Ryken, Amy: Professor, Education
BA, Mills College, 1985
MPH, PhD, University of California, Berkeley, 1990, 2001

Faculty

Sackman, Douglas: Professor, History

BA, Reed College, 1990

PhD, University of California, Irvine, 1997

Salvador Sanchis, Aurora: Visiting Instructor, Hispanic Studies

BA, Universidad de Granada, 2011

MA, University of Washington, 2014

MA, University of Texas at Austin, 2017

Sampen, Maria: Professor, Music

BM, DMA, University of Michigan, 1997, 2002

MM, Rice University, 1999

Saucedo, Leslie: Professor, Biology

BS, University of Illinois, 1991

PhD, University of Wisconsin Madison, 1999

Scenters-Zapico, Natalie: Poet in Residence, Latina/o Studies

BA, University of Texas El Paso, 2009

MFA, University of New Mexico, 2018

Scharrer, Eric: Professor, Chemistry

BS, Bates College, 1988

PhD, University of North Carolina Chapel Hill, 1993

Sherman, Daniel: Professor, Environmental Policy and Decision Making

BA, Canisius College, 1995

BA, Victoria University Wellington, 1996

MA, Colorado State University, 1999

MA, PhD, Cornell College, 2002, 2004

Simms, Renee: Associate Professor, African American Studies

BA, University of Michigan, 1988

JD, Wayne State University, 1992

MFA, Arizona State University, 2007

Smith, Adam: Associate Professor, Mathematics and Computer Science

BA, Lewis Clark State College, 1999

MS, PhD, University of Wisconsin Madison, 2002, 2009

Smith, Jess: Associate Professor, Theatre Arts

BA, University of Puget Sound, 2005

MFA, Columbia University, 2011

Smith, Katherine: Professor, History

BA, Vassar College, 1998

MA, MPHIL, PhD, New York University, 1999, 2001, 2004

Smithers, Stuart: Professor, Religious Studies

BA, San Francisco State University, 1980

MA, MPHIL, PhD, Columbia University, 1984, 1985, 1992

Sosa, Oscar: Assistant Professor, Biology

BS, University of Texas at Brownsville and Texas Southmost College, 2010

PhD, Woods Hole Oceanographic Institute-Massachusetts Institute of Technology Joint Program, 2016

Soumare, Rokiatou: Assistant Professor, French Studies

MA, University of Oklahoma, 2009

PhD, University of Oklahoma, 2016

Sousa, David: Professor, Politics and Government

BA, University of Rhode Island, 1982

PhD, University of Minnesota, 1991

Spivey, Amy: Professor, Physics

BS, Westmont College, 1996

MS, PhD, University of Colorado Boulder, 1999, 2003

Spivey, Mike: Professor, Mathematics and Computer Science

BS, Samford University, 1994

MS, Texas A&M University, College Station, 1997

MA, PhD, Princeton University, 1999, 2001

Stambuk, Tanya: Professor, Music

BM, MM, Juilliard School, 1982, 1983

DMA, Rutgers University, 1994

Steere, Karin: Clinical Assistant Professor, Physical Therapy

BA, University At Buffalo (Suny), 1999

DPT, University of Puget Sound, 2009

Stirling, Kate: Professor, Economics

BA, Saint Martin's University, 1980

MA, PhD, University of Notre Dame, 1983, 1987

Stockdale, Jonathan: Professor, Religious Studies

BA, Kenyon College, 1987

MA, PhD, University of Chicago, 1993, 2004

Strehle, Kristen: Visiting Assistant Professor, Art and Art History

BA, Temple University, Tyler School of Art, 2009

MA, PhD, Cornell University, 2012, 2017

Struna, Jason: Assistant Professor, Sociology and Anthropology

BA, Metropolitan State University of Denver, 2003

MA, University Colorado Denver, 2008

PhD, University of California, Riverside, 2015

Sullivan, Peter: Assistant Professor, Economics

BA, MA, PhD, University of New Hampshire, 2004, 2008, 2014

Sultemeier, David: Visiting Assistant Professor, Biology

BS, PhD, New Mexico State University, 2001, 2007

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, PhD, Montana State University, 1992, 1997

Taylor-Teeples, Mallorie: Visiting Assistant Professor, Biology

BA, BS, Pacific Lutheran University, 2008, 2008

PhD, University of California Davis, 2015

Tepper, Jeff: Professor, Geology

AB, Dartmouth College, 1981

MS, PhD, University of Washington, 1985, 1991

Thatcher, Courtney: Assistant Professor, Mathematics and Computer Science

BA, Boston University, 2001

MS, PhD, University of Chicago, 2003, 2007

Thines, Bryan: Associate Professor, Biology

BS, SUNY Plattsburgh, 2000

PhD, Washington State University, 2006

Tiehen, Justin: Professor, Philosophy
BA, University of Chicago, 2000
PhD, The University of Texas at Austin, 2007

Tollefson, Emily: Assistant Professor, Chemistry
BS, Pacific Lutheran University, 2011
PhD, University of California, Irvine, 2016

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: 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: Professor, History
BA, Grinnell College, 1999
MA, PhD, Harvard, 2002, 2007

Tubert, Ariela: Professor, Philosophy
BA, New York University, 1996
MA, PhD, The University of Texas at Austin, 2001, 2005

Tullis, Alexa: Professor, Biology
BA, University of California, Berkeley, 1987
PhD, University of Chicago, 1994

Udbye, Andreas: Associate Professor, Business and Leadership
BBA, Pacific Lutheran University, 1983
MBA, University of Washington, 1988
PhD, Portland State University, 2014

Utrata, Jennifer: Associate Professor, Sociology and Anthropology
BA, University of Chicago, 1992
MA, PhD, University of California, Berkeley, 2001, 2008

Valentine, Mike: Professor, Geology
BS, Suny Center Albany, 1975
MA, PhD, University of Washington, 1975, 1990

Valiavska, Anna: Visiting Assistant Professor, Communication Studies
BA, Dominican University, 2006
MS, Western Illinois University, 2008
PhD, University of Missouri, 2019-Anticipated

Vélez-Quiñones, Harry: Professor, Hispanic Studies
BA, Washington University, 1982
MA, PhD, Harvard, 1983, 1990

Villicana, Adrian: Assistant Professor, Psychology
BA, University of the Redlands, 2008
MA, California State University of San Bernardino, 2011
PhD, University of Kansas, 2017

Walls, Kurt: Professor, Theatre Arts
BT, Willamette University, 1981
MFA, University of Washington, 1984

Warning, Matt: Professor, Economics
BS, Auburn University, 1983
MS, University of California, Davis, 1988
MS, PhD, University of California, Berkeley, 1992, 1997

Watling, Renee: Visiting Assistant Professor, Occupational Therapy
BS, MS, PhD, University of Washington, 1992, 1998, 2004

Weinberger, Seth: Professor, Politics and Government
BA, University of Chicago, 1993
MA, Georgetown University, 1994
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: Associate Professor, English
BA, The University of British Columbia, 2003
PhD, University of St Andrews, 2008

White, Heather: Visiting Assistant Professor, Religious Studies/Gender and Queer Studies
BA, Eastern University, 1997
M.Div, Princeton Theological Seminary, 2000
PhD, Princeton University, 2007

Wiese, Nila: Professor, Business and Leadership
BS, Oklahoma State University, 1991
MIM, Baylor University, 1992
PhD, University of Oregon, 1996

Wilbur, Kirsten: Clinical Associate Professor, Occupational Therapy
BA, Luther College, 1983
BS, MS, University of Puget Sound, 1985, 2008
EDD, University of Washington, 2016

Williams, Linda: Professor, Art and Art History
BA, Sonoma State University, 1990
MA, The University of Texas at Austin, 1992
PhD, University of Washington, 2004

Wilson, Ann: Clinical Associate Professor, Physical Therapy
BS, University of Puget Sound, 1989
M.ED, University of Washington, 1994

Wimberger, Peter: Professor, Biology
BA, University of Washington, 1982
PhD, Cornell University, 1991

Wittstruck, Anna: Assistant Professor, Music
BA, Princeton University, 2009
PhD, Stanford University, 2015

Wolf, Bianca: Associate Professor, Communication Studies
BA, Arizona State University, 1998
PhD, University of Iowa, 2009

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

Wood, Nicole: Visiting Assistant Professor
BS, MS, California State University, Fullerton, 2005, 2008
PhD, University of Northern Colorado, 2018-Anticipated

Woods, Carrie: Assistant Professor, Biology
BS, MS, University of Guelph, 2002, 2008
PhD, Clemson University, 2013

Faculty

Woods, Wind: Assistant Professor, Theatre Arts
BA, Southern Oregon University, 2005
MFA, Arizona State University, 2008
PhD, University of California, Irvine and University of California San Diego Joint Program, 2018

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

Yoshimura-Smith, Dawn: Visiting Instructor, Occupational Therapy
BSOT, University of Puget Sound, 1983

Zhou, Dora: Visiting Assistant Professor, Business and Leadership
BA, China Foreign Affairs University, 2005
MA, China Europe International Business School, 2011
PhD, Oregon State University, 2019-Anticipated

Zopfi, Steven: Professor, Music
BM, University of Hartford, 1987
MFA, University of California, Irvine, 1992
DMA, University of Colorado Boulder, 2001

Zylstra, Sheryl: Clinical Assistant Professor, Occupational Therapy
BS, University of Washington, 1989
MS, University of Illinois Chicago, 1995
DROT, Temple University, 2015

Faculty Emeriti

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

Block, Geoffrey: Music
BA, University of California, Los Angeles, 1970
MA, University of Michigan, 1973
Ph.D., Harvard University, 1979

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

Butcher, Alva: Professor, Business and Leadership
BS, Seattle University, 1964
MA, Columbia University, 1966
MBA, PhD, University of Washington, 1983, 1992

Cannon, Douglas: Philosophy
BA, Harvard University, 1973
PhD, Massachusetts Institute of Technology, 1982

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

Cousens, Francis: English
BA, California State University-Los Angeles, 1956
MA, California State University-Northridge, 1963
PhD, University of Southern California, 1968

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

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

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

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

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

Graham, Ernest: Psychology

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

Greene, Mott: 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

Grunberg, Leon: Sociology and Anthropology

BA, University of Sussex, 1970
 Certificate of Education, University of Manchester, 1972
 PhD, Michigan State University, 1979

Guilmet, George: Comparative Sociology

BS, MA, University of Washington, 1969, 1973
 PhD, University of California-Los Angeles, 1976

Hale, Catherine: Psychology

BA, University of Maine-Orono, 1979
 MA, PhD, Purdue University, 1982, 1986

Heimgartner, Norman: Education

BA, New York State University, 1952
 MA, Columbia University, 1958
 EdD, University of Northern Colorado, 1968

Hodges, Richard: Education

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

Holm, Margo B.: Occupational Therapy, OTR

BS, University of Minnesota, 1968
 MEd, Pacific Lutheran University, 1978
 PhD, University of Nebraska-Lincoln, 1980

Hostetter, Robert: Education

BA, MA, Central Washington University, 1959, 1963
 EdD, University of Oregon, 1969

Hulbert, Duane: Music

BM, MM, Juilliard School of Music, 1978, 1979
 DMA, Manhattan School of Music, 1986

Hummel-Berry, Kathleen: Physical Therapy

BS, MEd, PhD, University of Washington, 1975, 1978, 2001

James, Anne: Professor, Occupational Therapy

BS, Western Michigan University, 1978
 MS, Boston University, 1987
 PhD, University of Connecticut, 2005

Kay, Judith: Religious Studies

BA, Oberlin College, 1973
 MA, Pacific School of Religion, 1978
 PhD, Graduate Theological Union, 1988

Kerrick, Jerrill: Mathematics and Computer Science

BA, MS, California State University-San Jose, 1962, 1967
 PhD, Oregon State University, 1971

Kirchner, Grace: Professor, Education

BA, Oberlin College, 1970
 MA, PhD, Emory University, 1972, 1975

Krueger, Patti: Professor, Music

BME, MM, PhD, University of Wisconsin, 1978, 1982, 1985

Lamb, Mary Rose: Biology

BA, Reed University, 1974
 MLS, State University of New York-Albany, 1975
 PhD, Indiana University, 1983

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

Loeb, Paul: Philosophy

BA, Cornell University, 1981
 PhD, University of California-Berkeley, 1991

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

Mann, Bruce: Economics

BA, Antioch College, 1969
 MA, PhD, Indiana University, 1974, 1976

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

Faculty

Neel, Ann: Comparative Sociology

BA, University of California-Riverside, 1959

MA, PhD, University of California-Berkeley, 1965, 1978

Nowak, Margi: Professor, Sociology and Anthropology

BA, Medaille College, 1968

MA, PhD, University of Washington, 1975, 1978

Ostrom, Hans: English/African American Studies

BA, MA, PhD, University of California-Davis, 1975, 1978, 1982

Overman, Richard: Religion

BA, MD, Stanford University, 1950, 1954

MTh, School of Theology, Claremont, 1961

PhD, Claremont Graduate School, 1966

Owen, Susan: Professor, Communication Studies

BA, MA, University of Alabama Tuscaloosa, 1976, 1978

PhD, University of Iowa, 1989

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

Proehl, Geoff: Professor, Theatre Arts

BS, George Fox University, 1973

MFA, Wayne State University, 1977

PhD, Stanford University, 1988

Rickoll, Wayne: Professor, Biology

BS, Rhodes College, 1969

MS, University of Alabama-Birmingham, 1972

PhD, Duke University, 1977

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

Rocchi, Michel: Professor, French Studies

BA, MA, University of Puget Sound, 1971, 1972

PhD, University of Washington, 1980

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

Share, Donald: Politics and Government

BA, University of Michigan, 1977

MA, PhD, Stanford University, 1980, 1983

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, Bryan: Mathematics and Computer Science

BA, University of Utah, 1974

MS, PhD, University of Idaho, 1977, 1982

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

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

Thomas, Ronald: President/English

BA, Wheaton College, 1971

MA, PhD, Brandeis University, 1978, 1983

Tinsley, David: German Studies

BA, Colorado College, 1976

MA, University of North Carolina-Chapel Hill, 1979

MA, PhD, Princeton University, 1982, 1985

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

Veseth, Michael: International Political Economy
BA, University of Puget Sound, 1972
MS, PhD, Purdue University, 1974, 1975

Warren, Barbara: Professor, Exercise Science
BS, Southwest Missouri State University, 1973
MS, PhD, Indiana University Bloomington, 1974, 1982

Wilson, Paula: Professor, Business and Leadership
BA, PhD, University of Washington, 1978, 1989

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

Woodward, John: Professor, Education
BA, Pomona College, 1973
MA, PhD, University of Oregon, 1977, 1985

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	or 800.396.7192	
University Relations	253.879.3902	vpour@pugetsound.edu

Academic Calendar

Fall Semester 2019

August 15	Thursday	Payment Deadline
August 22	Thursday	Open Registration for Fall Closes for Continuing Students
August 24	Saturday	New Student Orientation Check-in, Open at 8 AM
August 24	Saturday	Dining Services Opens, 7 AM
August 24	Saturday	Residential Facilities Open for New Students, 9 AM
August 24–30	Saturday–Friday	Orientation Week
August 30	Friday	Residential Facilities Open for Continuing Students, 9 AM
September 2	Monday	Labor Day (No Classes)
September 3	Tuesday	Classes Begin
September 3	Tuesday	Add/Drop and Audit Registration Begins
September 9	Monday	Last Day to Add or Audit Classes
September 9	Monday	Last Day to Exercise Pass/Fail Option
September 13	Friday	Spring/Summer Incomplete Work Due to Instructor
September 13	Friday	Application Deadline for May/August/December 2019 Graduations
September 16	Monday	Last Day to Drop Without Record
September 16	Monday	Last Day to Drop with 100% Tuition Adjustment
September 16	Monday	Last Day to Change Meal Plan
September 20	Friday	Spring/Summer Incomplete Grades Due
September 27	Friday	Last Day to Drop with 50% Tuition Adjustment
October 11	Friday	Last Day to Drop with 25% Tuition Adjustment
October 18	Friday	Mid-Term
October 21–22	Monday–Tuesday	Fall Break (No Classes)
October 23	Wednesday	Mid-Term Grades Due, Noon
October 25	Friday	Last Day to Drop with 10% Tuition Adjustment
October 25	Friday	Preliminary 2019 Summer Schedule Available
November 8	Friday	Last Day to Drop with an Automatic “W”
November 8–15	Friday–Friday	Registration for Spring Term
November 25	Monday	Open Registration Begins (continuing and transfer students)
November 27	Wednesday	Dining Services Closes, 3 PM
November 27	Wednesday	Travel Day (No Classes)
Nov. 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	Dining Services Closes, 6 PM
December 21	Saturday	All Residential Facilities Close, Noon
January 2	Thursday	Final Grades Due, Noon

Spring Semester 2020

January 9	Thursday	Open Registration for Spring closes for Continuing Students
January 15	Wednesday	Payment Deadline
January 15	Wednesday	Dining Services Opens, 7 AM
January 17	Friday	Orientation for New Students
January 18	Saturday	Residential Facilities Open for All Continuing Students, 9 AM
January 20	Monday	Martin Luther King, Jr. Birthday (No Classes)
January 21	Tuesday	Classes Begin
January 21	Tuesday	Add/Drop and Audit Registration Begins
January 28	Tuesday	Last Day to Add or Audit Classes
January 28	Tuesday	Last Day to Exercise Pass/Fail Option
January 31	Friday	Fall Incomplete Work Due to Instructor
February 3	Monday	Last Day to Drop Without Record
February 3	Monday	Last Day to Drop with 100% Tuition Adjustment
February 3	Monday	Last Day to Change Meal Plan
February 7	Friday	Fall Incomplete Grades Due
February 14	Friday	Last Day to Drop with 50% Tuition Adjustment
February 28	Friday	Last Day to Drop with 25% Tuition Adjustment
March 13	Friday	Last Day to Drop with 10% Tuition Adjustment
March 13	Friday	Mid-Term
March 16–20	Monday–Friday	Spring Recess
March 23	Monday	Classes Resume

March 23	Monday	Mid-Term Grades Due, Noon
April 3	Friday	Last Day to Drop With an Automatic "W"
April 6–10	Monday–Friday	Registration for Fall Term
April 13	Monday	Early Registration for Summer Begins
April 20	Monday	Open Registration for Fall Begins (Continuing and Transfer Students)
May 6	Wednesday	Last Day of Classes
May 7–10	Thursday–Sunday	Reading Period (No Classes)
May 11–15	Monday–Friday	Final Examinations
May 15	Friday	Dining Services Closes, 6 PM
May 15	Friday	Class of 2019 Graduation Party, 8 PM
May 16	Saturday	Residential Facilities Close for Non-Graduating Students, Noon
May 16	Saturday	Convocation, 2 PM
May 17	Sunday	Baccalaureate, 10 AM
May 17	Sunday	Commencement, 2 PM
May 18	Monday	Residential Facilities Close for Graduating Seniors, Noon
May 27	Wednesday	Final Grades Due, Noon

Summer Session 2020

Term I

May 18	Monday	Term I Begins
May 18	Monday	Add/Drop and Audit Registration Begins
May 21	Thursday	Last Day to Exercise P/F Option
May 21	Thursday	Last Day to Add a Class
May 21	Thursday	Last Day to Register for Audit
May 22	Friday	Last Day to Drop Without Record
May 22	Friday	Last Day to Drop with 100% Tuition Adjustment
May 25	Monday	Memorial Day (No Classes)
June 5	Friday	Last Day to Drop With 50% Tuition Adjustment
June 12	Friday	Last Day to Drop With an Automatic "W"
June 26	Friday	Term I Ends
July 6	Monday	Term I Grades Due, Noon

Term II

June 29	Monday	Term II Begins
June 29	Monday	Add/Drop and Audit Registration Begins
July 2	Friday	Last Day to Exercise P/F Option
July 2	Friday	Last Day to Add a Class
July 2	Friday	Last Day to Register for Audit
July 3	Friday	Independence Day Holiday Observed (No Classes)
July 6	Monday	Last Day to Drop Without Record
July 6	Monday	Last Day to Drop with 100% Tuition Adjustment
July 17	Friday	Last Day to Drop with 50% Tuition Adjustment
July 24	Friday	Last Day to Drop With an Automatic "W"
August 7	Friday	Term II Ends
August 17	Monday	Term II Grades Due, Noon

Term A (MAT)

June 15	Monday	Term A (MAT) Begins
June 15	Monday	Add/Drop and Audit Registration Begins
June 18	Thursday	Last Day to Exercise P/F Option
June 18	Thursday	Last Day to Add a Class
June 18	Thursday	Last Day to Register for Audit
June 19	Friday	Last Day to Drop Without Record
June 19	Friday	Last Day to Drop with 100% Tuition Adjustment
July 3	Friday	Independence Day Holiday Observed (No Classes)
July 10	Friday	Last Day to Drop with 50% Tuition Adjustment
July 10	Friday	Last Day to Drop With an Automatic "W"
August 7	Friday	Term A Ends
August 17	Monday	Term A Grades Due, Noon

Campus Map

- BUILDINGS**
- 1 Alcom Arboretum (E-2)
 - 2 Anderson/Langdon Residence Hall (E-3)
 - 3 Athletics and Aquatics Center (B-2)
 - 4 Baker Stadium/Peyton Field/Shotwell Track (B-2)
 - 5 Baseball Diamond (A-2)
 - 6 Benefactor Plaza (D-3)
 - 7 Center for Intercultural and Civic Engagement (C-4)
 - 8 Ceramics Building (E-4)
 - 9 Commencement Walk (B-3-E-2)
 - 10 Communications House (D-4)
 - 11 East Athletic Field (A-3)
 - 12 Event Lawn (C-3)
 - 13 Expeditionary (D-4)
 - 14 Facilities Services (A-3)
 - 15 Hamed Hall/Openheimer Café (D-1)
 - 16 Harrington Residence Hall (E-3)
 - 17 Howarth Hall (D-3)
 - 18 Human Resources (D-3)
 - 19 Jones Circle (D-3)
 - 20 Jones Hall/Norton Clapp Theatre (D-3)
 - 21 Karlen Quad (D-2)
 - 22 Kiworth Memorial Chapel (E-2)
 - 23 Kittredge Hall and Art Gallery (D-4)
 - 24 Langlow House (C-4)
 - 25 Library, Collins Memorial (E-2)
 - 26 Lower Baker Field (C-2)
 - 27 McIntyre Hall (E-3)
 - 28 Memorial Fieldhouse/Ramplin Sports Center (B-3)
 - 29 Music Building/Schneebeck Concert Hall (D-2)
 - 30 Openheimer Hall (E-3)
 - 31 President's House (E-2)
 - 32 Print and Copy Services (D-4)
 - 33 Register Residence Hall (C-3)
 - 34 Schiff Residence Hall (E-3)
 - 35 Sculpture Building (E-4)
 - 36 Security Services (E-3)
 - 37 Seward Residence Hall (C-3)
 - 38 Smith Residence Hall (E-3)
 - 39 Softball Field (B-3)
 - 40 Student Activities/Residence Life (D-4)
 - 41 Student Diversity Center (C-4)
 - 42 Tennis Pavilion (A-2)
 - 43 Theme House Row (C-3)
 - 44 Thomas Hall (C-3)
 - 45 Thompson Hall (D-2)
 - 46 Todd Field (C-2)

- 47 Todd/Phibbs Residence Hall (D-3)
- 48 Trimble Residence Hall/Trimble Forum (D-3)
- 49 Union Avenue Residences (D-1)
- 50 University Club (C-4)
- 51 University of Puget Sound Garden (E-4)
- 52 Warner Gymnasium (C-2)
- 53 Weyerhaeuser Hall/Mobility Park (B-3)
- 54 Wheelock Student Center/Diversions Café/The Cellar/Rasmussen Rotunda/Bookstore (D-4)

- BUILDING KEY**
- Wheelchair accessible entrance(s) and all/most floors
 - Wheelchair accessible entrance(s) and one floor
 - Wheelchair accessible restrooms
 - Gender neutral restrooms

- PARKING—MAIN**
- P1 C F V (C-4)
 - P2 P (B-3)
 - P3 C F R V (B-2)
 - P4 C F R V (D-2)
 - P5 F V (E-3)
 - P6 C F R V (E-4)

- PARKING—SECONDARY**
- P7 C F E R (E-4)
 - P8 F (D-3)
 - P9 V (D-3)
 - P10 C F E R (C-4)
 - P11 C F E R (C-4)
 - P12 C F E R (B-4)
 - P13 F (D-2)
 - P14 C R (C-1)
 - P15 C R (D-1)

- PARKING KEY**
- C Commuter Student
 - F Faculty/Staff
 - P Patient
 - R Resident
 - V Visitor
 - Wheelchair accessible



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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, political affiliation, family medical history or genetic information, 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 Chief Diversity Officer (253.879.2827) or the Office of Civil Rights, Department of Education, Washington, D.C., 20202.



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