



UNIVERSITY of
**PUGET
SOUND**

BULLETIN

2024-2025 | COURSE CATALOG



BULLETIN

2024–2025 | Course Catalog

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University Accreditation and Memberships

The University of Puget Sound is accredited by the Northwest Commission on Colleges and Universities (NWCCU), 8060 165th Avenue NE, Suite 100, Redmond, WA 98052, (425) 558-4224. NWCCU is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

The University of Puget Sound is a member institution of NWCCU. The University of Puget Sound's accreditation status was reaffirmed by action of NWCCU on July 23, 2021. The university subsequently completed its Policies, Regulations and Financial Review and submitted it to NWCCU in Spring 2024. The university will complete its Self-Evaluation Report and submit it to NWCCU in Spring 2025.

In addition to institutional accreditation from the Northwest Commission on Colleges and Universities, the following academic programs have specialized accreditation or approval status. A complete statement of each program's accreditation or special status is presented with the program listing.

Chemistry and Biochemistry are accredited by the American Chemical Society.

The Master of Education in Counseling (MEd) is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Music is accredited by the National Association of Schools of Music.

Occupational Therapy is accredited by the Accreditation Council for Occupational Therapy Education.

Physical Therapy is accredited by the Commission on Accreditation for Physical Therapy Education.

The Masters in Education for School Counseling and the Master of Arts in Teaching are approved by Washington State's Professional Educator Standards Board (PESB).

Enrolled or prospective students wishing to review documents describing the university's accreditation may do so in the Provost's Office, Jones Hall, Room 111.

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.

Code of Conduct

As members of the campus community, all faculty, staff, students, members of the Board of Trustees, university officers, volunteers, and affiliates are responsible for sustaining the highest ethical standards of this institution and of the broader community in which we function. The university values honesty, integrity, fairness and responsible stewardship, and strives to integrate these values into all that we do, as reflected in the Faculty Code and Bylaws, Student Integrity Code, Staff Policies and Procedures, Policy Prohibiting Sex-Based Discrimination, Sexual Harassment, and Sexual Misconduct, and Campus Policy Prohibiting Discrimination and Harassment, as well as all other published university policies.

In order to comply fully with responsible and ethical business practices and respond to increased scrutiny of nonprofit organizations at the state and federal levels, in May 2005 the University of Puget Sound Board of Trustees adopted a Code of Conduct applying to students, faculty, staff, officers, trustees, and others with whom we work. The Code has been reviewed annually since then, and was most recently amended in May 2024.

Non-discrimination Statement

The University of Puget Sound does not discriminate on the basis of sex (including pregnancy and parenting status), race, color, nation of origin, religion, creed, age, disability, marital or familial status, sexual orientation, veteran or military status, gender identity, political affiliation, or any other characteristic protected by the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and applicable federal, state or local laws. The university's Title IX Coordinator/Equal Opportunity Officer has been designated to handle inquiries internally regarding either the Policy Prohibiting Sex-Based Discrimination, Sexual Harassment and Sexual Misconduct or the Policy Prohibiting Discrimination and Harassment. Complaints or notice of alleged policy violations, or inquiries about or concerns regarding these policies and procedures, can be made by using the submission form at pugetsound.edu/report and/or by contacting the Title IX Coordinator/Equal Opportunity Officer.

Title IX Coordinator/Equal Opportunity Officer
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ADA Statement

Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) mandate that universities provide all otherwise qualified students equal access to programs and activities by having nondiscriminatory standards in all academic areas and providing reasonable accommodations on a case-by-case basis. Puget Sound has designated Student Accessibility and Accommodation as the office that handles students' requests for disability accommodations.

Our mission is to remove obstacles to a liberal arts education by providing support and accommodations to otherwise qualified students with visible and invisible disabilities. SAA staff are committed to serving our students with disabilities and supporting faculty with implementing academic accommodations. SAA collaborates with Residence Life, Dining Services, Security Services, Facilities, and other campus departments to ensure that non-academic accommodations are implemented. For more information, please visit <https://www.pugetsound.edu/student-accessibility-accommodation-saa>. To contact SAA, please email saa@pugetsound.edu.

Safety on Campus

Security Services is located in McIntyre Hall, suite 011. The 24-hour emergency and information line is 253.879.3311. Please visit the department website for more information about our mission, university emergency response planning and procedures, and federal reporting requirements.

The university is genuinely concerned about the welfare of its students, faculty and staff members. Security Services professional staff members are on-duty 24 hours a day, 7 days a week and strive to provide a safe and secure environment for the campus community, university neighbors and guests. Security staff provide a wide variety of services, including crime prevention efforts and resources, medical aid response, vehicle and bicycle registration, general campus information, and lost and found. In addition, Security staff members work closely and regularly with the Tacoma Police Department, which also patrols the campus and campus borders. All campus members and guests are encouraged to immediately report crimes or suspicious or unusual behavior occurring on university property to Tacoma Police (911) or Security Services (253.879.3311). For more information, visit [pugetsound.edu/security-services](https://www.pugetsound.edu/security-services).

Disclaimer

The information contained in this *Bulletin* is current as of the date of publication.

The requirements included in the Bulletin supersede information issued by any academic department, program, or school or administrative office. Consult the version on the university website for the most up-to-date information. Although the university has made every reasonable effort to attain factual accuracy herein, no responsibility is assumed for editorial or clerical errors or errors occasioned by mistakes. The university has attempted to present information which, at the time of preparation for publication, most accurately describes its course offerings, faculty listings, policies, procedures, regulations, and requirements. However, it does not establish contractual relationships. The university reserves the right to alter or change any statement contained herein without prior notice. In addition, the university reserves the right to make changes in curricula, degree requirements, course offerings, and all academic policies or procedures at any time when, in the judgment of the faculty, the provost, the president, and/or the Board of Trustees, such changes are in the best interest of the students and the university. Changes shall become effective upon approval and shall apply not only to prospective students but enrolled students as well, unless otherwise clearly stated.

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 THE UNIVERSITY

About University of Puget Sound

Established in 1888, University of Puget Sound is a 2,000-student independent residential national liberal arts college, with five specialized 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.

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, counseling, occupational therapy, physical therapy, and public health.

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. 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. 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.

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.

Accreditation and Memberships

The University of Puget Sound is accredited by the Northwest Commission on Colleges and Universities (NWCCU), an independent, non-profit membership organization recognized by the United States Department of Education.

In addition to institutional accreditation from the NWCCU, the following programs have specialized accreditation or status:

- The **Bachelor of Science Degree in the Department of Chemistry and Biochemistry** at the University of Puget Sound is approved by the American Chemical Society
- The **School of Education** at the University of Puget Sound meets the standards of the Washington State Professional Educator Standards Board (PESB) for professional certification of teachers and school counselors.
- The **Master of Education in Counseling** program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

- The **School of Music** at the University of Puget Sound is an accredited institutional member of the National Association of Schools of Music, the accrediting agency designated by the United States Department of Education as the agency responsible for the accreditation of music curricula in higher education. In the field of teacher education, the NASM cooperates with the National Council for Accreditation of Teacher Education. The NASM is also a constituent member of the American Council of Education.
- The **Occupational Therapy Program** is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE), American Occupational Therapy Association. Graduates of the program will be able to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an Occupational Therapist, Registered (OTR). Most states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination.
- The **Physical Therapy Program** at the University of Puget Sound is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE). Accreditation qualifies the physical therapy graduate to take the licensing examination offered by any of the 50 states.
- The **Prison Education Program (PEP)** was approved by the Northwest Commission on Colleges and Universities (NWCCU) effective April 26, 2024. This includes the Washington Corrections Center for Women (WCCW) Bachelor of Arts (BA) in Liberal Studies through the Freedom Education Project Puget Sound (FEPPS). With this approval from the NWCCU, the University may now proceed to apply for approval by the United States Department of Education (USDE).

Outcomes

Students engage in learning experiences at Puget Sound that develop their intellect and creativity, connect them to the community, and propel them to post-graduate achievement. Puget Sound is the only national independent liberal arts college in Western Washington, and one of just five independent colleges in the Northwest granted a charter by Phi Beta Kappa.

In national surveys, Puget Sound seniors report that the university emphasizes academic work, that they study, read and write more than students at peer institutions, and that they engage in critical thinking and analysis in their classes more than students at other institutions. Puget Sound students also rate their quality of interactions on campus higher than students at peer institutions (National Survey of Student Engagement, 2020).

While at the university, more than 75 percent of students participate in community service, among the highest participation rates in the country. Many students also study abroad, including some who participate in the one-of-a-kind Pac Rim Program that develops intercultural competence in students during a semester-long study abroad experience throughout Asia.

Students are well-prepared for post-graduate success. Placement rates for law and medical school are approximately 80%, well above the national average. Students have received prestigious postgraduate awards, including the Rhodes, Boren, Marshall, and Watson fellowships. The university is recognized as a national Top Producer of Fulbright awards for students (since 2017). In addition, Puget Sound is ranked in the top 7 percent of baccalaureate-granting institutions nationwide

whose graduates go on to earn doctorates. And the university ranked seventh nationally among small schools of top Peace Corps volunteer-producing colleges and universities in 2020. Among national colleges with fewer than 5,000 undergraduate students, Puget Sound consistently ranks among the top five in the number of alumni serving in the Peace Corps. As of the most recent survey in 2023, 84% of students are employed, continuing their education, or engaged in public service seven months after graduation.

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 200 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.

Key Academic Program Initiatives

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) demonstrate familiarity with diverse fields of knowledge and the ability to draw connections among them; (5) hold a solid grounding in the field of the student's choosing; (6) demonstrate understanding of self, others, and influence in the world; and (7) hold an informed and thoughtful sense of justice and a commitment to ethical action.

Interdisciplinary Study

Some of the most exciting developments in higher education occur at the intersections of traditional fields of knowledge. The pursuit of new understanding by teacher-scholars 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
- Neuroscience
- Science, Technology, and Society
- Special Interdisciplinary Major

Minors and Emphases

- Asian Studies
- Bioethics
- Biophysics
- Crime, Law & Justice Studies
- 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 Greek, Latin, and Ancient Mediterranean Studies, 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).

Experiential Learning

Experiential learning is a process through which Puget Sound students develop knowledge, skills, and values from direct experiences outside a traditional academic setting, including internships, community-based learning, study abroad and off-campus study, and summer research.

Experiential learning allows students to integrate theory and practice in real-world contexts, reflect on how these direct experiences have shaped their academic growth and understanding of self, others, or the world, and utilize flexible and sophisticated problem-solving skills to address unscripted problems.

Internships and Career Preparation

An internship experience offers an opportunity to apply classroom knowledge and explore career interests in an off-campus setting under the guidance and coaching of industry professionals. Strong internship experiences offer the opportunity for students to contribute to an organization meaningfully while receiving regular feedback and mentorship. Student learning is at the center of internship experiences. Whether it is paid, unpaid, for credit or not, an internship can provide an excellent space for expanding learning and exploring career fields, building experiences and resumes, and launching careers.

During their internship search and application process, Puget Sound students benefit from robust resources offered through Career and Employment Services including exploring career fields, developing resumes and cover letters, networking and interview skills, and career

advising. Students can also apply for grant funding as a part of the Summer Fellowship Internship Program or through the Puget Sound Internship Grant.

Community-based learning

Community-based learning opportunities allow us to cultivate strong relationships with local organizations while offering students the chance to engage in the Tacoma area in transformative ways that advance the organization's goals. Students who engage in community-based learning have the chance to apply for funding and receive guidance and support through the Community Engagement Initiative program which connects University of Puget Sound's faculty and students with people and organizations in the south Puget Sound region to engage in volunteerism and community projects.

Study Abroad and Off-Campus Study

Recognizing the importance of intercultural understanding in liberal education, the University of Puget Sound encourages students to study abroad and 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 two years the University of Puget Sound runs the Pacific Rim Study Abroad Program (PacRim) in which students study in a number of Asian countries over the course of a semester, with optional experiential learning opportunities over the following summer. The University of Puget Sound also offers short-term faculty-led programs to different locations each year.

Summer Research

The University of Puget Sound offers many opportunities for students to deeply engage in independent inquiry, whether in the natural sciences, social sciences, arts, or humanities. The Summer Research Program is designed to encourage and support original research projects conducted by Puget Sound students with the active guidance and thoughtful mentoring of their faculty research advisors. Students engaged in summer research will collaborate with a faculty advisor to craft a project proposal and, once approved, will spend 10 weeks conducting full-time research and then present their findings in the fall. In addition to applying for grant funding for their projects, students may also apply for an additional award to cover research expenses or travel.

The Summer Research Program seeks to foster imagination, creativity, and accomplishment. The university believes that students engaged in active research, collaboration, and presentation will graduate thoroughly prepared for graduate or professional school or for the responsibilities of professional-level employment. The university supports students' research not only through the curriculum but also through summer grants in all disciplines, an array of first-rate scientific equipment, excellent library resources, and widespread access to information technology.

Written and Oral Communication

At Puget Sound, developing excellent written and oral communication skills are at the heart of a liberal arts education. From Bookends, an academically-focused portion of the Puget Sound orientation program for first-year students, through abundant writing projects and oral presentations and opportunities throughout their careers (including a senior thesis in some majors), students are challenged to write and speak 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 and Learning (CWL), 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 and Learning; 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.

Oral communication is among the most important skills for college students to possess, according to an employer study conducted by the American Association of Colleges and Universities in 2018. Speaking skills can have a positive impact on a student's academic life, career, and civic success. The university's Center for Speech and Effective Advocacy addresses the curricular and co-curricular needs of a wide variety of classes and campus groups, and provides a collaborative space to practice and refine the skills of public speaking, argumentation, advocacy, and persuasion. Trained peer speech consultants are available by appointment to assist students and faculty members with every aspect of learning and teaching oral communication skills. This Center extends the long-standing strength of Puget Sound in speech communication, argumentation and debate (dating back at least to the early 1920s) to new generations of students and teachers.

e-Portfolio

Sounding Board ePortfolios encapsulate students' learning and experiences both in and outside of the classroom through deliberate cultivation of relevant artifacts and thoughtful reflection. While ePortfolios can be integrated into a single course or program, students can also collect and curate evidence of their learning and growth throughout their time in college. This iterative process leverages ePortfolio pedagogy to foster students' critical thinking, creativity and reflective practice. Sounding Board offers creative freedom for students to express and articulate their narrative in individualized ways, and encourages them to consider how they will apply their liberal arts education to experiences beyond Puget Sound.

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 encourage 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, a festival of student-directed scenes is offered in the fall, and the Senior Theatre Festival is eagerly attended every spring. Recent faculty-directed productions include *Indecent*, *Life is a Dream*, *Telephone*, *Stupid F*cking Bird*, *Penelopiad*, *Antigone*, *Threepenny Opera*, *You On the Moors Now*, *The Sea Gull*, *Mr. Burns: A Post-Electric Play*, *Twelfth Night*, *Rent*, *The Force of Habit*, *A Streetcar Named Desire*, *365 Days/365 Plays*, *Spring Awakening*, and *In the Next Room*. Plays directed by students as part of their Senior Theatre Festival include *Eurydice*, *Crave*, *The Effect*, *Woman and Scarecrow*, *The Chairs*, *Lungs*, *Bright Room Called Day*, *Peter and the Starcatcher*, *Narvis*, *Eurydice*, *Hedda Gabler*, *Quake*, *Rabbit Hole*, *The Trestle at Popelick Creek*, *How I Learned to Drive*, *Baltimore Waltz*, *The Pillowman*, *Proof*, *Lunacy*, *Afterlife: A Ghost Story*, *Gnit*, *Gruesome Playground Injuries*, *Recent Tragic Events*, *Looking for Normal*, *Macbeth*, *Who's Afraid of Virginia Woolf*, and *Hamlet*. 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 Dave Malloy, Lydia Garcia, Annie Smart, Bill T. Jones, Holly Hughes, Steven Dietz, Russell Davis, and C. Rosalind Wiseman, as well as Pulitzer Prize winners Edward Albee and Robert Schenkkan. The Department of Theatre Arts encourages all university students, regardless of major, to participate in all aspects of theatrical production, both onstage and behind the scenes. Functioning independently of the department, the ASUPS-sponsored 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, Adelpian Concert Choir, Voci d'Amici, Chorale, Dorian Singers (a treble voices ensemble), Opera Theatre (scenes programs and full-length productions of operas, operettas, and musicals), Popular Music Ensemble, 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 space and resource with shows 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 engaging with the community in the Community Engagement 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 co-curricular 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).

Community Engagement, Partnership, and Leadership

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.

Community Engagement Initiative

The Community Engagement Initiative connects University of Puget Sound's faculty and students with people and organizations in the south Puget Sound region to engage in short-term projects and initiatives. The Community Engagement Initiative allows us to cultivate strong relationships with our local community while offering students the chance to engage in Tacoma in meaningful and transformative ways that bring their liberal arts learning to life. Experiential Learning Programs and Support offers cultivated opportunities for students to apply to, or students can apply for funding for a position they found outside of our list. All partnerships through CEI promote the university's educational, service, and research missions and seek to bring the community and university together in productive and supportive collaboration.

Freedom Education Project Puget Sound

Freedom Education Project Puget Sound (FEPPS) provides a rigorous college degree program to incarcerated people in the Washington Corrections Center for Women and creates pathways to educational opportunity after they are released from prison. Students work towards an Associate of Arts degree with a community college partner and a Bachelor of Arts degree accredited by the University of Puget Sound. Since 2012, more than forty Puget Sound professors have taught a course or given a lecture at the prison, and many Puget Sound undergraduates have volunteered to work in study halls. More information is available at pugetsound.edu/fepps.

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 racism. Since 2006 the initiative has served as an incubator, catalyst, and forum for a variety of programs and projects. The initiative hosts a national conference every four years, which welcomes 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, and artistic and theatrical performances. Visit pugetsound.edu/raceandpedagogy for more information and to learn about the national conference.

Puget Sound Museum of Natural History

The Puget Sound 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 111,000 specimens of mammals, birds, reptiles, amphibians, plants, insects, fossils, minerals, and rocks. 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 outreach programs, exhibits, visits, and loans. The museum has an extensive volunteer program where student docents can gain valuable experience working with the collections and interacting with public audiences. For more information visit: pugetsound.edu/museum

Sound Policy Institute

Sound policies restore and sustain the natural environment in balance with a healthy, prosperous, and just community. The Sound Policy Institute brings together the campus and wider regional community for outdoor experiential teaching and learning on environmental issues at the nexus of science and policy. The institute provides opportunities for University curriculum and programs to incorporate outdoor experiential learning that engages pressing environmental issues in our community; 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. More information is available at pugetsound.edu/soundpolicy.

UNDERGRADUATE PROGRAMS AND DEGREES

General Considerations

The University of Puget Sound, as an academic community, is dedicated to the pursuit and exchange of ideas, emphasizing the mission and educational goals of the University. It promotes the growth of individuals in their personal and professional aspects, fostering both critical thinking and self-reflection. The University's curriculum aims to provide a comprehensive liberal arts education, which includes specialization in a field, development of writing, speaking, and critical thinking skills, cultivation of creativity, understanding of contemporary issues, and an expanded view of human cultures and histories. This education equips individuals to confidently engage with ideas, face career challenges, and navigate the complexities of modern life. The curricular requirements are the foundational minimum of a liberal education, with advisors encouraging students to build on the essentials of the curriculum and to explore and broaden their knowledge through diverse fields of study.

Educational Goals for the University

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. a 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.

Graduation Requirements & Curriculum Statement

— Overview

Details on the first three of these requirements follow this overview. To receive the baccalaureate degree from the University of Puget Sound, a student must do the following:

1. **Complete University Core Requirements.** Specific courses satisfying core requirements are listed on Puget Sound's website and in the *Bulletin*. 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. Courses taken credit/no credit will not fulfill core requirements.
 - Two first-year seminars: one Connections course at the 100-level and one Critical Conversations Seminar (CCS) in writing and speaking,
 - Experiential Learning core,
 - Knowledge, Identity, and Power core (two KNOW courses; at least one at the 300-400 level),
 - Two Connections classes above the 100-level, and
 - Language requirement
2. **Complete the Divisional Requirement**, which requires a one-unit* academic course in each Division. Courses taken credit/no credit will not fulfill Divisional requirements. To satisfy the Divisional Requirement, students must have:
 - Satisfied the Arts & Humanities Division Requirement,
 - Satisfied the Social Science & History Division Requirement, and
 - Satisfied the Natural Science & Math Division Requirement
3. **Complete the requirements for a Major field of study.** Additional majors and/or minors are options for the student. Courses taken credit/no credit will not fulfill major requirements.
4. **Earn a minimum of 32 units.** The 32 units may include up to 4 academic units graded credit/no credit, up to 2 units in activity courses, and up to 4 units of independent study (see regulations regarding grading options, transfer credit, and activity credit in the Academic & Administrative Policies section).
 - A minimum of 16 units must be earned 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.) Credit from approved study abroad programs is considered to be in residence credit.
 - A minimum of 6 of the last 8 units must be earned in residence at the University of Puget Sound. Credit from approved study abroad programs is considered to be residence credit.
 - Complete all incomplete or in-progress grades. All coursework must be finished by the last day of the graduation term.
5. **Maintain a minimum grade-point average (GPA) of 2.00** in all graded courses taken at Puget Sound, including transfer courses, and in the major(s) and the minor(s), if a minor is elected.

6. **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.

*0.67 unit minimum for transfer students.

University Core Requirements — Detailed

The Core Requirements at Puget Sound introduce students to the opportunities offered by a liberal arts education. These requirements provide students with a smooth transition to college academics, and a flexible, interdisciplinary education. By aligning with the college's mission and emphasizing exploration across the disciplines, the Core enhances students' critical thinking abilities, cognitive skills, and creativity.

Each core rubric consists of two sections, "Learning Objectives" and "Guidelines." Faculty have developed the Guidelines section to achieve the particular Learning Objectives of the core rubric and, more broadly, the university's educational goals. The Guidelines are intended to be used by faculty to develop core courses and the Curriculum Committee to review core courses. The Learning Objectives are intended to provide a clear statement to students of what they can expect to learn from any given core area. Although the Learning Objectives will assist the faculty in developing Core courses and meeting the Core area's spirit, the Curriculum Committee will evaluate and approve Core courses based on their adherence to the Guidelines, not the Learning Objectives.

The First Year:

100-level Connections	1 unit
Critical Conversations Seminar	1 unit

These first-year seminars may not be used to meet major, minor, or emphasis requirements, Divisional requirements, or other core requirements. Students may not enroll in them after fulfilling the requirement.

Years 2 through 4:

Experiential Learning Core	0-1 unit (may fulfill major/minor/emphasis requirements, Divisional requirements, and other core requirements)
Knowledge, Identity, and Power Core	2 units (may fulfill major/minor/emphasis requirements, Divisional requirements, and other core requirements)
Connections 200–400 level Core	2 units (may fulfill major/minor/emphasis requirements, KNOW, and Experiential Learning requirements; may not count for the Divisional requirement)
Language Core	0-2 units (may fulfill major/minor/emphasis requirements, Divisional requirements, and other core requirements; some students may be exempt or partially exempt — see below)

Full course descriptions for all Connections and Critical Conversations Seminar courses are in the "Courses of Study" section of this *Bulletin*.

To receive the baccalaureate degree from the University of Puget Sound, a student must do the following:

1. Complete the **First-Year Seminars** (Connections 100-level and Critical Conversations Seminar).

The first-year seminars at Puget Sound welcome students to an academic community that values the liberal arts and strives for justice and equity. In each seminar, a scholarly topic, set of questions, or theme provides a substantive context through which course learning objectives are achieved. Each seminar has distinct goals: the Connections 1xx introduces multidisciplinary and helps students develop skills for academic success; and the Critical Conversations Seminar addresses student abilities to compose, contextualize, and collaborate through speaking and writing. These courses may only be taken to fulfill first-year seminar core requirements. All Connections 1xx and Critical Conversations Seminar courses are graded pass-fail.

Intended course offerings are Connections 1xx (100-level Connections courses) in the fall semester, and the Critical Conversations Seminar in the spring semester. Enrollment in the Critical Conversations Seminar, however, is not dependent upon a passing grade in Connections 1xx.

- Integrates at least two activities supporting learning objectives 4-6 with the course theme.
- Incorporates collaborative assignments that foster connection and develop communication skills between and among students.
- Discusses self-care/wellness as a crucial element of an effective approach to learning.
- Includes activities that facilitate practice of academic success skills [such as fostering resilience, managing stress, forming effective study habits, or managing time and distractions]
- Integrates an iterative learning process in which students reflect on opportunities to try, redo, and reassess learning practices.

See “Connections” in the “Courses of Study” section of the Bulletin for a complete list of courses that fulfill this requirement.

CONN 1xx courses may not fulfill major/minor/emphasis requirements, Divisional requirements, nor other core requirements.

Connections 1xx Learning Objectives

As one of two foundational seminars in the Sound Connections curriculum, the Connections 100-level seminar welcomes students to the academic community at Puget Sound by integrating the introduction to the liberal arts with the development of skills for lifelong learning in diverse communities.

Through the introduction to the liberal arts, students:

- Enrich their understanding of the course topic/theme/issue by exploring it from multiple disciplinary perspectives and developing appreciation for the distinct and complementary approaches inherent to different disciplines.
- Develop an understanding of the Puget Sound liberal arts curriculum, including its structure and ethos.
- Discover ways of identifying and pursuing academic interests.

To develop skills for lifelong learning in diverse communities, students:

- Participate in collaborative learning and engagement that fosters community and cultivates a sense of belonging.
- Develop skills for learning in and contributing to a diverse community that aspires to be equitable and inclusive.
- Develop self-awareness regarding individually effective approaches to learning.

Connections 1xx Guidelines

The course’s substantive theme provides context for an introduction to the multidisciplinary of a liberal arts education and for the meaningful practice of skills for lifelong learning in diverse communities.

To introduce students to the liberal arts, this course:

- Explores meaningful examples of disciplinary and multidisciplinary inquiry grounded in the substantive theme of the course.
- Facilitates students’ exploration of their own Puget Sound curricular and co-curricular interests.
- Includes a student-directed collective project or similar collaboration that relates to the substantive theme of the course.

To develop skills for lifelong learning in diverse communities, this course:

Critical Conversations Seminar Learning Objectives

As one of two foundational seminars in the Sound Connections Curriculum, the Critical Conversations Seminar addresses student abilities to compose, contextualize and collaborate through speaking and writing.

Composing

1. Students practice purposefully contributing to a broader critical conversation by developing questions, listening to and learning from others, and sharing ideas and information, through a variety of written and spoken communicative media.
2. Students learn to compose and speak flexibly and with integrity to address diverse audiences within and outside an academic context.
3. Students engage in a substantive revision process with multiple drafts, demonstrating considered attention to feedback from others, and
4. Students reflect on communicative resources (information, ideas, stylistic options, experiences, community-based knowledge) and how they might be used to achieve the goals for a particular project.

Contextualizing

1. Students identify and appreciate how ways of knowing and creating meaning differ across multiple contexts, communities, and disciplines.
2. Students recognize that communicators in different contexts use words, images, and sounds differently, and reflect on how to transfer skills from one context to another effectively.
3. Students develop and amplify reading, listening, and research skills that help in finding, analyzing, and responding to varied sources (textual, visual, sonic, multimedia) and arguments thoughtfully and with integrity.
4. Students engage with issues of authority, positionality, and bias when exploring sources, arguments, and ways of discovering, and consider the practical, political, and ethical implications of different approaches to communication.

Collaborating

1. Students develop the ability to engage actively, collegially, and critically in a learning community through discussion, collaboration, peer feedback activities, and/or one-on-one conferences with the professor.
2. Students develop the ability to give and receive constructive criticism, and articulate how this feedback contributes to learning and growth as a scholar and communicator.

Critical Conversations Seminar Guidelines

Composing

1. Assign the equivalent of ca. 15-20 pages during the semester (including revisions); writing should take various forms
2. Assign two scaffolded oral presentations of at least 5 minutes each (one group and one individual presentation)
3. Discuss with students the Puget Sound Academic Integrity Policy and give students the opportunity to discuss implications and to ask questions without judgment about what is and is not considered acceptable practice.
4. Assign a final portfolio that asks students to include selections of revised work from throughout the semester and reflect on their composing process

Contextualizing

1. Include information literacy activities that introduce students to different kinds of sources.
2. Include information literacy activities that require students to consider how we discover information and sources, and how we evaluate those sources for appropriateness for different purposes. Ask students to use a citation to locate the original source.
3. Examine one or more examples demonstrating social construction of a scholarly field.
4. Assign a weekly average of 60 pages or less of reading, and acknowledge that different kinds of reading require different levels of attention.

Collaborating

1. Assign a group presentation of at least 5 minutes with 2 or more students.
2. Include at least one class workshop with a CWL Writing/Speech Liaison.
3. Include a structured Peer Review process.

See "Critical Conversations Seminar" in the "Courses of Study" section of the Bulletin for a complete list of courses that fulfill this requirement.

CCS courses may not fulfill major/minor/emphasis requirements, Divisional requirements, nor other core requirements.

2. Satisfy the **Experiential Learning Core Requirement** by completing either a zero-credit EXLN course (295-298) or a credit-bearing course that is approved to meet that requirement. Experiences associated with the zero-credit courses that fulfill the requirement are approved by Curriculum Committee and the Office of Experiential Learning Programs and Support in one of the following categories:
 - a. *Internships*. All internships approved through a learning agreement between the student, employer, and Career and

Employment Services fulfill this requirement. Internships can occur during the semester or the summer.

- b. *Study abroad/study away*. Only study abroad and study away programs approved by the Office of International Programs fulfill this requirement, including faculty-led programs and third-party programs.
- c. *Independent research, scholarship, and creative work*. Participation in the University's summer research, scholarship, and creative work program fulfills this requirement. Other independent research, scholarly, and creative experiences outside the traditional classroom, teaching laboratory, and teaching studio setting must be approved by the Office of Experiential Learning Programs and Support.
- d. *Community-based learning*. Community-based learning experiences supervised by Puget Sound faculty, staff members, or community partners, and approved by the Office of Experiential Learning Programs and Support fulfill this requirement.

Credit-bearing courses that fulfill the requirement are approved by the Curriculum Committee and the Office of Experiential Learning Programs and Support based on the following rubric:

Learning Objectives

Students satisfying the Experiential Learning requirement will

- engage in direct experiences outside the traditional classroom, teaching laboratory, and teaching studio that allow them to integrate theory and practice in real-world contexts
- reflect on how these direct experiences have shaped their academic growth and understanding of self, others, or the world
- utilize flexible and sophisticated problem-solving skills to address unscripted problems

Guidelines

Courses that fulfill the Experiential Learning requirement

- require students to spend at least 10 hours outside the traditional classroom, teaching laboratory, and teaching studio on course-related activities
- require students to reflect in documented ways at appropriate intervals throughout the course
- require students to apply ideas, theories, and skills to non-simulated, real-world situations
- foster student agency through the independent navigation of ambiguous or indeterminate situations, requiring students to take initiative, make decisions, and learn from mistakes, successes, and consequences of decisions.
- utilize experiential components of the course as central elements of overall course design and assessment of student performance

Experiential Learning courses may fulfill major/minor/emphasis requirements, Divisional requirements, and other core requirements.

The following courses have been approved to satisfy the Experiential Learning Requirement:

BIOL 472 Animal Behavior
BUS 380 Entrepreneurial Mindset for the Arts
BUS 482 Strategic Management and Consulting
CLJ 370 Prison Archives and Public Memories

COMM 292 Intercollegiate Debate
 EDUC 290 Gender & Education
 EDUC 292 Literacy in Schools: An Introduction
 EDUC 294 Economic Inequality and Schools
 EDUC 295 White Teachers Teaching Children of Color
 EDUC 296 Using Children’s and Young Adult Literature to Teach for Social Justice
 EDUC 298 Using Primary Sources to Teach for Social Justice
 EDUC 493 Teacher Research Practicum
 ENGL 397 Humanities in the World
 ENVP 200 Introduction to the Environment
 ENVP 210 Fundamentals of U.S. Environmental Law and Policy
 ENVP 350 Puget Sound Environmental Issues Part I: Politics and Public Participation
 ENVP 351 Puget Sound Environmental Issues Part II: Laws and Land Use Designations
 ENVP 352 Sustainability in Everyday Life
 ENVP 357 Environmental Challenge
 ENVS 315 Energy Resources
 EXLN 295 Community-Based Learning Experience
 EXLN 296 Internship Experience
 EXLN 297 Study Abroad/Off-Campus Study Experience
 EXLN 298 Summer Research Experience
 EXLN 301 Telling Your Experiential Learning Story
 GLAM 181 Rome Through The Ages: January in Rome
 IPE 331 International Political Economy of Food and Agriculture
 MUS 140 Music Education in American Schools
 MUS 355 String Pedagogy
 MUS 394 Introduction to Elementary Music Education
 PHIL 497 Public Philosophy
 PHIL 499 Ethics Bowl
 PSYC 497 Practicum in Psychology
 REL 307 Prisons, Gender and Education
 SOAN 213 City and Society
 SOAN 299 Ethnographic Methods
 SPAN 319 Documentary Film, Social Movements and Human Rights
 THTR 313 Directing

- 3 Satisfy the **Knowledge, Identity, and Power (KNOW) Core Requirement** by completing two courses that have been approved to meet that requirement, one of which must be taken at the 300 level or above. Courses taken credit/no credit will not fulfill KNOW core requirements.

The Curriculum Committee approves courses fulfilling the KNOW requirement based on the following rubric:

Learning Objectives

Courses in Knowledge, Identity and Power (KNOW) provide a specific site for students to understand the dynamics and consequences of power differentials, inequalities, and divisions among social groups and the relationship to the representation and production of knowledge. Students also develop their capacity to communicate meaningfully about power, disparity, and diversity of experiences and identities in these courses.

Guidelines

1. These courses provide regular opportunities for students to engage in dialogue about issues of knowledge, identity, and power, and promote critical understanding of the causes,

2. These courses require students to examine their own social positions and lived experiences, and make connections between themselves and course concepts related to disparity, power and privilege—whether local, international, global, historical, or contemporary in scope—in at least two substantive assignments that are part of the overall evaluation for the course.
3. These courses require students to engage at multiple points during the semester with materials focused on issues of disparity, power, and privilege that were authored or created by historically marginalized individuals, and/or materials that directly engage with experiences or creative works of marginalized individuals or communities.
4. KNOW courses may also fulfill other program or graduation requirements.

KNOW courses may fulfill major/minor/emphasis requirements, Divisional requirements, and other core requirements.

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

AFAM 101 Introduction to African American Studies
 AFAM/ENVP 301 Environmental Racism
 AFAM 304 Capital and Captivity: African Americans and the U.S. Economy
 AFAM 310 African Diaspora Experience
 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 398 Methods in African American Studies
 AFAM 400 The 1619 Project
 ARTH 394 Interrogating Methods of Art History: From Artist Biographies to Global & Decolonizing Perspectives
 ASIA 325 Chinese Cinema: Ideology and the Box Office
 ASIA 344 Asia in Motion
 BUS 365 Cultural Diversity and Law
 COMM 361 Organizing Difference
 COMM 372 Contemporary Media Culture: Deconstructing Disney
 EDUC 419 American Schools Inside and Out
 EDUC 420 Multiple Perspectives on Classroom Teaching and Learning
 ENGL 238 Afrofuturism
 ENGL 242 Introduction to Native American Literature
 ENGL 247 Introduction to Popular Genres
 ENGL 250 Introduction to Literary and Critical Theory
 ENGL 371 History of the English Language
 ENGL 372 History of Rhetorical Theory
 ENVP 326 People, Politics, and Parks
 ENVP 343 Buddhist Environmentalisms
 FREN 260 Cultures of the Francophone World
 FREN 381 African Women Writers
 GDS/IPE 211 Introduction to Global Development
 GERM 355 Culture in the Third Reich
 GLAM 322 Race and Ethnicity in the Ancient World
 GLAM 323 Sex and Gender in Ancient Greece and Rome
 GLAM 330 Theories of Myth
 GQS 201 Introduction to Gender, Queer, and Feminist Studies

GQS 220 What is Queer? The Politics and Practices of Fashioning the Self
GQS 320 Queerly Scientific: Exploring the Influence of Identity on Scientific Knowledge Production
HIST 200 Doing History: An Introduction
HIST 252 Monuments and Memory in US History
HIST 305 Women and Gender in Pre-Modern Europe
HIST 307 The Crusades
HIST 375 History of Sport in US Society
HIST 383 Borderlands: La Frontera: The U.S.-Mexico Border
HON 214 Interrogating Inequality
HON 401 What is America?
HUM 368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism
IPE 101 Power and Wealth in Global Affairs: Introduction to International Political Economy
LAS 100 Introduction to Latin American Studies
LTS 200 Latina/o America: A Critical Introduction to Latina/o Studies
LTS 300 Latina/o Literatures
MUS 221 Jazz History
MUS 223 Women in Music
MUS 227 Musical History of Tacoma
MUS 234 Introduction to Ethnomusicology
MUS 330 Opera: Based on a True Story
MUS 393 Introduction to Secondary Music Education
PG 104 Introduction to Political Theory
PG 315 Law and Society
PG 345 Intersectionality as Theory and Method
PG 346 Race in the American Political Imagination
PHIL 106 Language, Knowledge, and Power
PHIL 107 Philosophy of Disability
PHIL 389 Race and Philosophy
PHIL 390 Gender and Philosophy
PSYC 265 Cross-Cultural Psychology
PSYC 373 Perceiving Self and Other
REL 202 Introduction to the Study of World Religions
REL 222 Antisemitism and Islamophobia
REL 265 What is Justice?
REL 270 Religion, Activism and Social Justice
REL 302 Ethics and the Other
REL 307 Prisons, Gender and Education
REL 323 Gender and Sexuality in Muslim Societies
REL 340 Imagining Religion: Scholars, Theories, and Cases in the Study of Religion
SOAN 101 Introduction to Sociology
SOAN 102 Introduction to Anthropology
SOAN 215 Race and Ethnic Relations
SOAN 222 Culture and Society of Southeast Asia
SOAN 370 Disability, Identity, and Power
SPAN 216 (Wo)men of Maize: Food Cultures of the Americas
SPAN 221 Introduction to Iberian Cultures
SPAN 329 Literatures Latinx
SPAN 414 The Returning Resistance: Memory, Gender, and Nationalisms in Spain
SPAN 415 Bitter Flavors of the Americas: Sugar, Coffee & Bananas
STHS 330 Evolution and Society Since Darwin
THTR 252 World Theatre II: Asian Theatres

4. Satisfy the **200-400 Connections Core Requirement**. Students must take two Connections courses at the 200 level or above.

The Curriculum Committee approves courses fulfilling the **200 level Connections** Core requirement based on the following rubric:

Learning Objectives

CONN 2XX classes address a problem or topic using (a) questions and methods beyond those deployed by a single discipline; and (b) materials and assignments from at least two distinct disciplinary perspectives. Assignments largely involve sources prescribed by the instructor rather than sources students search for and identify themselves.

To understand distinctive disciplinary approaches to knowledge, students will:

1. Distinguish the types of questions that different disciplinary lenses bring to a topic
2. Explore the methodological and theoretical tools of different disciplines
3. Identify assumptions and values of the different disciplinary perspectives

To evaluate relationships among different disciplinary approaches to knowledge, students will:

1. Uncover the way different disciplines complement or act in tension with one another
2. Identify and critique limitations of specific disciplinary approaches/methods
3. Evaluate the consequences of approaching a topic with a particular set of questions or methodological tools

Guidelines

To understand distinctive disciplinary approaches to knowledge, these courses will:

1. Introduce two or more distinct disciplinary approaches and their methods through guided inquiry led by the professor
2. Consider questions posed by the respective disciplinary approaches
3. Include historicization and contextualization of the disciplines

To evaluate relationships among different disciplinary approaches to knowledge, these courses will:

1. Offer compare/contrast exercises to analyze a particular topic based on different disciplines' methodological and theoretical tools
2. Examine different cases that illustrate the opportunities and limitations of each disciplinary approach to a question
3. Provide opportunities to reflect on the value of exploring questions from more than one disciplinary perspective

The Curriculum Committee approves courses fulfilling the **300-400 Level Connections** Core requirement based on the following rubric:

Learning Objectives

Students in Connections courses develop their understanding of the interrelationship of fields of knowledge by exploring connections and contrasts between various disciplines with respect to disciplinary methodology and subject matter.

Guidelines

1. Connections courses draw upon the curricula of either established disciplines or the University's interdisciplinary programs. These courses may involve the collaboration of faculty from more than one department or individual faculty with interdisciplinary expertise and interests.
2. In the Connections course, students engage the interdisciplinary process by
 - identifying multiple disciplinary approaches to a subject;
 - analyzing the subject from these perspectives;
 - participating in cross-disciplinary dialogue; and
 - exploring the integration or synthesis of these approaches to foster understanding of the subject.
3. Connections courses explore these interdisciplinary issues at a level of sophistication expected of an upper-division course. These courses may have appropriate prerequisites, so long as they do not unduly limit the audience in numbers or the level of disciplinary sophistication.
4. The upper-division Connections course must be taken at Puget Sound.

See "Connections" in the "Courses of Study" section of the Bulletin for a complete list of courses that fulfill this requirement.

200-400 level Connections courses may fulfill major/minor/emphasis requirements, KNOW, and Experiential Learning requirements; they may not fulfill Divisional requirements.

5. Complete the **Language Core Requirement**. Courses taken credit/no credit will not fulfill Language requirements. Two courses are required for all students, with the following exceptions:
 - a. Students with a high school diploma from a school where the primary language of instruction was other than English do not need to take further courses.
 - b. Heritage learners (defined by Valdés, 2001 as "a student of language who is raised in a home where a non-English language is spoken, who speaks or merely understands the heritage language, and who is to some degree bilingual in English and the heritage language") are required to take only one course.
 - c. Students with AP language exam scores of 4 or 5 or IB higher level language scores of 5, 6, or 7 are required to take only one course.

Transfer students may use transfer credit to fulfill one or both courses. Each approved transfer course must be a minimum of 4 quarter credits or 3 semester credits.

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

Learning Objectives

Courses meeting the language requirement prepare students for a life of global citizenship by engaging students with oral and written skills in a language other than English.

Guidelines

Courses fulfilling the language requirement will

1. help students understand how different languages lead to different ways of interpreting the world

2. deepen students' understanding of alternative perspectives, values, behaviors, and traditions through linguistic, historical, and cultural study
3. engage students in exploring commonality and difference among multiple languages and cultures to encourage deeper understanding of one's own language(s) and culture(s).

Non-English language (Chinese, French, German, Greek, Japanese, Latin, Spanish) courses numbered 100-109, 200-209, 300-309 and 400-409 count towards the Language Core but not the Arts & Humanities Division Requirement. Courses numbered 190-199, 290-299, 390-399, or 490-499 satisfy the Arts & Humanities Division Requirement, but *not the Language Core*. Courses numbered 110-189, 210-289, 310-389, and 410-489 count towards both Division and Language requirements.

In addition, the following courses taught in English have been approved for the requirement: ARTH 371, CONN 330, FREN 391, GERM 350, GERM 355, GERM 392, GLAM 120.

Language core courses may fulfill major/minor/emphasis requirements, KNOW, Experiential Learning, and Divisional requirements.

Divisional Requirement — Detailed

All one-unit courses (or minimum 0.67 credit for transfer students) in the departments listed below fulfill the corresponding divisional requirement. Courses at Puget Sound may not be in more than one division, and divisions are defined by the course's departmental prefix (see below). Division courses may count toward major, minor, and emphasis curricula, the Language Core, as well as KNOW and Experiential Learning cores. Connections courses and CCS courses are not within Divisions, and may not count toward the Divisional Requirement. Courses taken credit/no credit will not fulfill Divisional requirements.

Natural Scientific and Mathematical Perspectives

- Biology
- Chemistry
- Earth & Environmental Science
- Exercise Science
- Geology
- Mathematics and Computer Science
- Neuroscience
- Physics

Social Scientific and Historical Perspectives

- African American Studies
- Business
- Communication Studies
- Crime, Law and Justice Economics
- Education Studies
- Environmental Policy & Decision Making
- Global Development Studies
- History
- International Political Economy
- Politics and Government
- Sociology and Anthropology
- Science, Technology, Health, and Society
- Psychology

Artistic and Humanistic Perspectives

- Art and Art History
- Asian Languages and Cultures (Chinese* and Japanese*)
- Asian Studies
- Bioethics
- Greek, Latin, & Ancient Mediterranean Studies (Greek* and Latin*)
- Environmental Arts & Humanities
- English
- French and Francophone Studies*
- Gender and Queer Studies
- German Studies*
- Hispanic Studies*
- Interdisciplinary Humanities
- Latin American Studies
- Latina/o Studies
- Music
- Philosophy
- Religion, Spirituality, and Society
- Theatre Arts

‡Courses that count toward the Connections core requirements may not count for Divisional requirements. Although most Connections courses have the CONN prefix, some have departmental prefixes; these courses count toward the Connections core requirements and may count toward major/minor requirements, but do not count toward Divisional requirements.

*In languages (Chinese, French, German, Greek, Japanese, Latin, Spanish) courses numbered 100-109, 200-209, 300-309 and 400-409 count towards the Language Core but not the Arts & Humanities Division Requirement. Courses numbered 190-199, 290-299, 390-399, or 490-499 satisfy the Arts & Humanities Division Requirement, but not the Language Core. Courses numbered 110-189, 210-289, 310-389, and 410-489 count towards both Division and Language requirements.

The following prefixes are used to denote course subjects:

AFAM	African American Studies
ARTH	Art History
ARTS	Studio Art
ASIA	Asian Studies
BIOE	Bioethics
BIOL	Biology
BUS	Business and Leadership
CHEM	Chemistry
CHIN	Chinese
COMM	Communication Studies
CONN	Connections
CSCI	Computer Science
CWL	Center for Writing and Learning
ECON	Economics
EDUC	Education
ENGL	English
ENVP	Environmental Policy and Decision Making
ENVH	Environmental Arts and Humanities
ENVS	Earth and Environmental Science
EXLN	Experiential Learning
EXSC	Exercise Science
FREN	French Studies
GQS	Gender and Queer Studies
GEOL	Geology

GERM	German Studies
GLAM	Greek, Latin, and Ancient Mediterranean Studies
GDS	Global Development Studies
GRK	Greek
HIST	History
HON	Honors
HUM	Humanities
IPE	International Political Economy
JAPN	Japanese
LAS	Latin American Studies
LTS	Latina/o Studies
LAT	Latin
MATH	Mathematics
MUS	Music
NRSC	Neuroscience
PE	Physical Education
PG	Politics and Government
PHIL	Philosophy
PHYS	Physics
PSYC	Psychology
REL	Religion, Spirituality, and Society
SIM	Special Interdisciplinary Major
SOAN	Sociology and Anthropology
SPAN	Hispanic Studies
STAF	Student Affairs
STHS	Science, Technology, Health, and Society
THTR	Theatre Arts

Major and Minor Requirements — Detailed

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 or program 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 units within a department or program, of which at least 4 units must be in residence. 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. 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 as published in the *Bulletin* unless a requirement is specifically modified by the department/program. Any such modification must be recorded in writing and sent by the chair/director to the Office of the Registrar. Major(s) must be completed before the degree is awarded.

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.

Students may not earn multiple majors from the same department, school, or program, with the following exceptions:

1. Computer Science and Mathematics
2. Chinese and Japanese
3. Art History and Studio Art

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 units, of which at least 3 units must be in residence. 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 than 2.00 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 requirements in detail. Courses graded with the credit/no credit 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 chair/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 or program and may not earn multiple minors from the same department, with the following exceptions:

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 languages.
3. Students may major in Art History and minor in Studio Art, or major in Studio Art and minor in Art History, or minor in both Studio Art and Art History
4. Students may major in Physics and minor in Biophysics

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,

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 graded units taken on campus 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 Minor and have completed all requirements for this honor as outlined in the *Bulletin*.

Departmental, School, and Program Guidelines

- A. Each program, department, and school within the University will review its academic program regularly to ensure that the primary educational objectives of the University are being addressed. This re-examination should not be cursory nor designed merely to affirm the status quo. Courses should be revised, if necessary, to address University and departmental objectives.
- B. Each program, department, and school will maintain at least one course suitable for, but not restricted to, the non-major, for whom that course may comprise the sole exposure to the field. The course should consider methodology and assumptions as well as substantive disciplinary knowledge.
- C. Each student should become familiar with values, assumptions, and perspectives conditioned by cultures different from their own. Wherever it is appropriate and possible, courses should consider the subject matter in a multicultural context.
- D. Since the University supports and encourages writing in all disciplines, students need to have significant writing experiences whenever appropriate across the curriculum.
- E. Writing in the Major. Because the Critical Conversation Seminars anticipate further development of writing abilities throughout the undergraduate years, it is appropriate that all students should encounter substantive writing experiences within their major fields of study. Each department, school, or program with an undergraduate major shall demonstrate to the Curriculum Committee that it contains significant writing expectations within its curricular requirements. (Please see Addendum A of the Departmental Curriculum Review Self-Study Guide for guidelines.)
- F. To encourage study outside the major field, the following limitations will govern the requirements imposed by each program, department, or school:

Undergraduate Programs and Degrees

1. No more than 10 units may be required in the major field.
 2. No more than 16 total units may be required in the major and supporting fields.
 3. Exceptions will be permissible only with the approval of the Provost and the Curriculum Committee.
- G. An academic minor must consist of a minimum of five, but no more than six, units within the minor area.
- H. All courses and requirements shall be reviewed and approved by the Curriculum Committee.

Undergraduate Degrees

The University of Puget Sound awards three undergraduate degrees: Bachelor of Arts, Bachelor of Music, and Bachelor of Science.

Students may complete one of the following majors while pursuing a Bachelor of Arts degree:

African American Studies
Art History
Business
Chemistry
Chinese
Communication Studies
Economics
English
Environmental Arts and Humanities
Environmental Policy and Decision-Making
French and Francophone Studies
French International Affairs
Gender and Queer Studies
German Studies
German and East European Culture and History
Greek, Latin, and Ancient Mediterranean Studies
Hispanic International Studies
Hispanic Studies (Language, Culture, and Literature)
History
International Political Economy
Japanese
Latina/o Studies
Liberal Studies
Music
Music Songwriting
Neuroscience Philosophy
Physics (Pre-Engineering)
Politics and Government
Psychology
Religion, Spirituality, and Society
Science, Technology, Health, and Society
Sociology and Anthropology
Special Interdisciplinary Major
Studio Art
Theatre Arts

Students may complete one of the following majors while pursuing a Bachelor of Music degree:

Music Education
Performance

Students may complete one of the following majors while pursuing a Bachelor of Science degree:

Biology
Biochemistry
Chemistry
Computer Science
Earth and Environmental Science
Economics
Exercise Science
Mathematics
Molecular and Cellular Biology
Natural Science
Physics
Psychology
Special Interdisciplinary Major

Minors Offered

African American Studies
Art History
Asian Studies
Bioethics
Biology
Biophysics
Business
Chemistry
Chinese
Communication Studies
Computer Science
Consciousness, Creativity, and Meaning (Honors Program)
Crime, Law, and Justice Studies
Economics
Education Studies
English
Environmental Policy and Decision-Making
Exercise Science
French
German Studies
Gender and Queer Studies
Global Development Studies
Greek, Latin, and Ancient Mediterranean Studies
History
Japanese
Latin American Studies
Latina/o Studies
Mathematics
Music
Neuroscience
Philosophy
Physics
Politics and Government
Religion, Spirituality, and Society
Science, Technology, Health, and Society
Sociology and Anthropology
Spanish
Studio Art
Theatre Arts

Interdisciplinary Emphasis Offered

Interdisciplinary Humanities

GRADUATE PROGRAMS AND DEGREES

Graduate Degrees

- Master of Arts in Teaching (MAT)
- Master of Education (MEd)
- Master of Public Health (MPH)
- Master of Science in Occupational Therapy (MSOT)
- Doctor of Occupational Therapy (OTD)
- Post-Professional Doctorate in Occupational Therapy (DrOT)
- Doctor of Physical Therapy (DPT)

The following prefixes are used to denote course subjects:

COUN	Counseling
EDUC	Education
OT	Occupational Therapy
PH	Public Health
PT	Physical Therapy

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 Counseling 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.

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. 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.

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.

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.



Courses of Study

AFRICAN AMERICAN STUDIES

Social Scientific and Historical Perspectives Division

Professor

Grace Livingston, Director

Associate Professor

LaToya Brackett

Renee Simms

Advisory Committee

Nancy Bristow, History (On Leave Spring 2025)

Rachel DeMotts, Environmental Studies and Sciences

Robin Jacobson, Politics and Government

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 trans-disciplinary 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 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.

Requirements for the Major in African-American Studies (BA)

A major in African American Studies consists of 9 units:

1. AFAM 101
2. AFAM 398
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 in African-American Studies

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 requirements 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 Race and Culture in Ethnic Literature
 AFAM 215 On the Real: Black Popular Culture is Art
 AFAM 305 Black Fictions and Feminisms
 AFAM 310 African Diaspora Experience
 AFAM 340 Police, Race, & Society
 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 380 Special Topics in Race & Ethnicity
 AFAM 400 The 1619 Project
 AFAM 495 Independent Study (Variable credit up to 1.00 unit.)
 COMM 347 Public Discourse
 CONN 335 Race and Multiculturalism in the American Context
 CONN 390 Black Business Leadership: Past and Present
 ENGL 332 Genre: Poetry Applicable when the course emphasizes African American literature.

ENGL 335 Genre: Drama Applicable when the course emphasizes African American literature.
 ENGL 338 Popular Genres Applicable when the course emphasizes African American literature.
 ENGL 339 Genre: Print Media Applicable when the course emphasizes African American literature.
 ENGL 363 African American Literature
 ENGL 381 Major Authors Applicable when the course emphasizes African American literature.
 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

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
 MUS 322 Dance in World Cultures
 PG 311 Politics of Detention: Criminal Justice, Immigration, and the War on Terror
 PG 315 Law and Society
 PG 316 Civil Liberties
 PG 344 American Political Thought
 PSYC 225 Social Psychology
 PSYC 265 Cross-Cultural Psychology
 PSYC 373 Perceiving Self and Other
 REL 265 What is Justice?
 REL 302 Ethics and the Other
 SOAN 213 City and Society
 SOAN 230 Indigenous Peoples: Alternative Political Economies
 SOAN 275 Border Crossings: Transnational Migration and Diaspora Studies
 SOAN 301 Power and Inequality
 SOAN 305 Heritage Languages and Language Policies
 SPAN 222 Introduction to Latin American Cultures
 SPAN 311 Literature of the Americas
 SPAN 316 Latin American Film
 SPAN 321 Migration Narratives
 SPAN 412 Seminar in Nineteenth-Century Latin America
 SPAN 415 Bitter Flavors of the Americas: Sugar, Coffee & Bananas only if significant African American Studies content
 THTR 250 World Theatre I: African Diaspora

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/ENVP 301 Environmental Racism
 AFAM 304 Capital and Captivity: African Americans and the U.S. Economy
 AFAM 320 Race, Power, and Privilege
 ARTH 302 The Art of Mexico and Mesoamerica
 COMM 321 Film Criticism
 COMM 322 Television Culture
 COMM 373 Critical Cultural Theory
 CONN 325 The Experience of Prejudice
 ECON 218 American Economic History
 ECON 241 Regional and Urban Economics
 ENGL 362 Native American Literature
 ENGL 364 Asian American Literature
 ENGL 365 Gender and Sexualities
 ENGL 366 Critical Whiteness Studies
 FREN 381 African Women Writers
 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 Gender in Colonial Africa
 HIST 393 Missions and Christianity in Africa
 LAS 100 Introduction to Latin American Studies

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

African American Studies (AFAM)

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 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 and the 1960s 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 goals of multiculturalism. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every semester.*

205 Survey of Race and Culture in Ethnic Literature This course aims to provide a panoramic view of the operations of race and culture in the literature of a racially ethnic community of the Americas, from early oral traditions through the first written and published works. Captivity narratives, autobiographies, poems, prose, and different genres of resistance writing, allow students to examine anew, colonial, emancipatory, anti-colonial, and pivotal modern socio-political and aesthetic movements and eras. Cultivating an informed sense of the complexity of issues of race and culture in the creation of Ethnic Literature,

and the geographical itineraries and impact of such cultural production processes, national and global senses, are major objectives of this course. *Offered every year.*

215 On the Real: Black Popular Culture is Art This course provides historical understandings alongside the analysis and discussion of contemporary Black popular culture with a focus on its artistic value. Pop culture is authentic, as opposed to commercial culture. African American culture was formed under the reign of white supremacy. A very under-observed component to African American cultural expressions is the artisan work needed to create and perform them. The freedom often denied to African Americans to move and express themselves, meant that they were especially creative in forming their culture, which produced what is often appropriated by the oppressor, but what African Americans will always see as their everyday culture and life. From food, language, dance, and music, to hair care and styles, fashion and non-verbal communication, these cultural aspects make up a culture that has created some of the most artistic aspects of today's global popular culture. This course focuses on appreciating the art of Black pop culture, by understanding how and why African American culture was created, and when and where it appears. Artistic traditions include: African American Language, Soul Food, Dance, Music, Sports, Digital Presence, Television, and Film. Major course resources include popular culture items, academic commentary, and commentary from pop culture creators. *Prerequisite: AFAM 101. Offered every other year.*

301 Environmental Racism Environmental justice can only occur with rich and complex understandings of the intersections of culture, ecology, politics, history, and community. This course seeks to understand the persistence of environmental racism in an inclusive and historicized landscape, one that considers multiple forms of knowledge and expertise and embodies the idea that imagining a more equitable, sustainable future is not possible without a grounded notion of the past and its present articulations. The course will use transdisciplinary perspectives to trace economic and environmental processes over time, situate them within rich cultural bodies of knowledge, and consider the differential impacts of inequalities on a range of regions and peoples. Students will undertake place-based case studies, examinations of broad patterns, commodity- and resource-specific process tracing, and engage with the surrounding human and natural environment. Consequently, this course demands a full critical engagement across disciplines and landscapes, and with each other and the local community. *Cross-listed as AFAM/ENVP 301. Prerequisite: ENVP 200 or AFAM 101. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

304 Capital and Captivity: African Americans and the U.S. Economy This course is designed to be both an introduction and a deep dive into the interconnectedness of African Americans and Capitalism within the United States. Capitalist ideologies are continually at the foundation of the captivity (oppression) of African Americans. Emphasis is on the ways in which African Americans have financed the capitalist gains in this country, and the ways that capitalism in the U.S. has harmed African Americans. The necessities of life—healthcare, education, job and food security—are more accessible to some than all, and one's status within the U.S. economy is a major determinant. This inequity becomes very apparent during national emergencies. This course focuses on the economic intricacies within U.S. systems, using a social impacts approach to engage with the inequity of the U.S. economy. Major areas of economic oppression potentially to be covered include: The Slave Trade & U.S. Slavery, Mass Incarceration (free labor), Education (Student Loan Debt), Sports and Music (Black culture/White Ownership), Housing policies (Redlining/Blockbusting), Medical Industry

(Health Advancements/Black Bodies), Drug Industry (Marijuana), Lottery (The Numbers), and Pandemics and Natural Disasters (Hurricane Katrina & COVID-19). *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

305 Black Fictions and Feminisms 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. *Prerequisite: AFAM 101 strongly recommended.*

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. *Prerequisite: AFAM 101. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

311 African Roots: A Journey to Ghana 0.25 units. This is a study abroad course with a 4-week intensive journey to Ghana, West Africa. Combining academic preparations with incountry cultural site visits and excursions, alongside structured interning opportunities, students immerse themselves into Ghanaian society. Ghana is often cited as the gateway to Africa because of its history and contemporary influences on African American expressions of African cultures. In their collective journey through Ghana, students spend time at an internship site several days a week to connect with local communities and engage in societal structures. Students discuss their experiences with peers and course instructors to process what it means to be in Ghana in relation to their own identities including, race, sex, gender, and nationality. Students visit the Slave Castles which are historical locations related to the transatlantic slave trade and the roots of U.S. chattel slavery. They engage in self-reflection and content connection while navigating Ghana's post-colonial landscape. In the spring semester, students meet every other week to engage with a selection of readings and assignments to gain insight and awareness of Ghanaian history, culture, and contemporary issues. This course provides students with a new perspective into the African American experience by visiting a part of its origin story. *Prerequisite: AFAM 101 and permission of instructor. Cannot be audited. Offered occasionally.*

320 Race, Power, and Privilege This course is designed to be an introduction to major racial and ethnic groups which comprise the population of the United States. Emphasis will be according to the history and culture of racial/ethnic peoples in America as well as the role of race and nationality in the pursuit and achievement of the “American Dream.” Also highlighted will be an exploration of the linkage between social power and the concepts of race and ethnicity in the United States and how this linkage affects personal identity formation and worldview assumptions. Discussion of the formation of myths and stereotypes and contemporary issues will be highlighted. *Prerequisite: AFAM 101 or LTS 200 and junior or senior standing. Offered frequently.*

340 Police, Race, & Society Police, Race, and Society examines the role of law enforcement within American society, emphasizing history, theoretical tools of analyses, public perceptions, administration, organizational culture, ethics, and police deviance. This course uses historical and contemporary documents related to policing, alongside media, academic texts, and experiential narratives, to analyze the systems of policing and its impact on communities with emphasis on Black Americans. Students engage with social justice initiatives from the Black Panthers to Black Lives Matter to unpack the impact of community resistance on law enforcement from its policies to its everyday policing approaches. Law enforcement is only one component of the U.S. criminal justice system, thus this course must simultaneously interrogate laws, judicial processes, incarceration (jail, prison, detention centers), and life after incarceration (economic impacts, voting rights, societal perceptions) to provide a holistic understanding of policing. *Prerequisite: At least one AFAM course. Cannot be audited. Offered every year.*

346 African Americans and American Law See Connections in the Core Curriculum section of this *Bulletin* for course description.

355 African American Women in American History See Connections in the Core Curriculum section of this *Bulletin* for course description.

360 The Art and Politics of the Civil Rights Era See Connections in the Core Curriculum section of this *Bulletin* for course description.

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 as AFAM/COMM 370. Prerequisite: Junior or Senior standing. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

375 The Harlem Renaissance See Connections in the Core Curriculum section of this *Bulletin* for course description.

380 Special Topics in Race & Ethnicity Special Topics in Race & Ethnicity provide students with content related to racial and ethnic groups not primarily covered in African American Studies (AFAM) courses, while using the foundations of the discipline to interrogate the experiences, knowledge, impact, and engagement of different peoples with the plight and knowledge of Black people. The course

topic is determined by the instructor. Courses under this theme provide an in-depth examination of particular racial or ethnic groups alongside unique transdisciplinary theoretical approaches to interrogating their experiences. As a breadth course in AFAM Studies, topics show a distinct relationship to African American studies; allow application of methods and theories from AFAM Studies; and expands lenses and extends contexts for understanding on topics instructive to African American experiences. Through these courses, students gain a critical appreciation for the range and relevance of the conceptual frameworks of African American Studies as a discipline as they engage with additional racial identities, their histories, and current impacts of their oppression, resistance, collective voice, and strategies of critique and transformation. *Prerequisite: AFAM 101 or AFAM 401, and Junior or Senior status. Cannot be audited.*

398 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 interdisciplinary literatures and research approaches within African American Studies. In this course students are taught to understand and investigate historical and contemporary phenomena through thoughtful reflection on their positionality and community experiences. Assignments give students practice in integrating the three main facets of the field of African American Studies, scholarship, education, and advocacy that are expected of them as upper-division participants in the African American Studies tradition. AFAM 398 is intended to be taken in the junior or senior year with the purpose of writing a proposal for the AFAM 402 Research Capstone. Students minoring in AFAM or majoring in other disciplines looking for research approaches centering marginalized communities are also welcome. *Prerequisite: AFAM 101. Contributes to satisfying the Knowledge, Identity, and Power Core 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.*

400 The 1619 Project The 1619 Project is a signal development in the social, political, and intellectual life of the United States. This New York Times Magazine special project, a brainchild of The New York Times staff writer Nikole Hannah-Jones has sparked widespread conversations, reconsiderations, and controversies concerning the national narrative about the founding and development of the United States of America. This course addresses The 1619 Project, its subjects, and impact and as such is a study of racial inequalities, racism, and antiracism. Students in the course will explore the range of issues addressed by The 1619 Project through an examination of select

artifacts from the broad range of materials that make up this dynamic and expanding project. These issues include slavery, racism, electoral politics and democracy, capitalism and economics, and popular culture, including music, literature, and photography. As an African American Studies course, AFAM 400 employs a critical interrogative approach that considers the contexts and counterarguments essential to a full understanding of The 1619 Project, its reception, and its impact. The course therefore incorporates an examination of the critics and counter-programs challenging The 1619 Project. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

401 Narratives of Race See Connections in the Core Curriculum section of this *Bulletin* for course description.

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.*

480 Advanced Seminar in Black Racial Contracts Advanced seminars are intended for African American Studies majors and minors with junior or senior standing and are designed to facilitate in-depth examination of a specific topic on a focused experience of Black people in the Americas and/or in diasporas beyond. Course topics and emphases for advanced seminars are determined by the instructor. Such courses provide students with content that necessitates a substantive level of comprehension of African American Studies' (AFAM's) methods and theories and the ability to apply knowledge gained in AFAM Studies to critical analysis and interrogation of the seminars' topics. Through advanced seminars, students strengthen their AFAM Studies lenses in such a way that enables them to understand, in more depth, the roles race, power, privilege, and oppression have in knowledge production, and societal interactions and conditions. Additionally, students as AFAM majors or minors, expand the knowledge and interpretive capacities to grow into informed and active participants in the broader society. Please consult the department website for information on current and upcoming topics. *Prerequisite: Two 200-level or higher AFAM courses, with at least one at the 300 level or above. Junior or Senior status and permission of instructor required. Cannot be audited. Offered occasionally.*

495 Independent Study Variable credit up to 1.00 unit. *Prerequisite: Junior or Senior standing and at least a 3.0 cumulative grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

ART AND ART HISTORY

Artistic and Humanistic Perspectives Division

Professor

Zaixin Hong
Kriszta Kotsis, Chair
Janet Marcavage (On Leave 2024-2025)
Elise Richman

Assistant Professor

Mare Hirsch

Visiting Assistant Professor

Kelsey Eldridge

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. Students may also earn double majors in studio art and art history, a major and a minor in studio art and art history and vice versa, or minors in both art history and studio art.

The specific education of artists and art historians, which includes technical skills, visual analysis, and research methodologies, is achieved by departmental courses that also emphasize writing and critical thinking skills within the context of our liberal arts institution. Department of Art and Art History courses serve majors, minors, the core curriculum, and students with a general interest in better understanding art. Faculty are attentive to meeting 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 of the art complex. Approximately seven exhibitions are held each academic year in the 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 have a range of skills and competencies:

- Art history students will demonstrate critical thinking, effective writing, and knowledge of multiple art historical periods through visual analysis essays, critical reviews, research papers, and oral presentations. Studio art students will demonstrate critical thinking, clear articulation of ideas, and engagement with the history of their medium through creative projects, reflective essays, artist statements, oral critiques, and oral presentations.
- Both art history and studio students will be able to evaluate a range of primary and secondary texts and artworks through the lens of varied theoretical and methodological approaches. Art History students will recognize and apply diverse theoretical and methodological approaches in their written work, and discussions, demonstrating how these approaches elucidate social and historical contexts of artistic production. Studio Art students will apply a range of theoretical and methodological approaches to examine relationships between formal, technical, pictorial, and conceptual issues in critiques, discussions, and written assignments.
- Studio art students will demonstrate the ability to create a substantial independent body of artwork in their thesis class. Through the creation of art and study of art history, students will develop understandings of the interplay amongst political, cultural, and social forces that inform and reflect our world. Students will demonstrate understanding of how art shapes culture and society through the completion of essays and visual assignments related to contemporary and historical art, informed by the analysis of their own positionality and the intentional use of artistic methods and/or art historical methodology.

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 cultivate 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. In addition to instruction from faculty, a number of visiting artists are brought to the campus each year to lecture and work with students. Studio classes average 13 students per class, providing opportunities for close relationships between faculty and students. The studio faculty are 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 art from the Americas, Europe, Mediterranean and Asia, 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 the 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 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.

Students may major in Studio Art and Art History, minor in Studio Art and Art History, or major in Studio Art or Art History and minor in the other. Double counting within the Department of Art and Art History is allowed: All required courses for an Art History major may count towards a second major or minor in Studio Art. All required courses for a Studio Art major may count towards a second major or minor in Art History and vice versa.

Courses taken to meet the First Year Seminars core requirements may not be used to meet major or minor requirements.

Requirements for the Major in Studio Art (BA)

A limited number of seats have been reserved in studio courses. Students who plan to major in studio art and wish to take one of these courses should contact the instructor prior to registration week.

1. Completion of two 100-level courses in studio art.
2. Completion of A. any two of the following art history survey courses: ARTH 275, 276, 278, 325; and B. the completion of one art history elective course from the following courses: ARTH 302, 325, 334, 359, 360, 361, 362, 363, 365, 367, 368, 369, 370, 371, 380, 399, HUM 330, LAS 387. Please note that ARTH 325 may count either towards requirement A or B, but not both.
3. Three 200-level Studio Art core courses:
 - Choose from ARTS 201, 251, 281, 282, 288, 289
4. One additional 100 or 200-level elective studio course
5. Completion of ARTS 390
6. Arts 492: Advanced Senior Studio

Advisors: Professors Hirsch, Marcavage, and Richman

Requirements for the Major in Art History (BA)

1. Completion of a 100 level ARTS course, ARTH 275, 276, 278 or 302, 394, 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, LAS 387.
2. Art history majors 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.
3. 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.
4. Completion of the university's language graduation requirement in a modern language (Chinese, French, German, Japanese, or Spanish). Students who satisfy the university's language graduation requirement in a language other than those listed above must consult with the department regarding the departmental language requirement.

Advisors: Professors Hong, Kotsis.

Requirements for the Minor in Studio Art

Completion of six units to include:

1. Two 100-level studio courses
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.
3. Three studio art electives.

Requirements for the Minor in Art History

Completion of six units to include:

1. ARTH 275, 276, 278 or 302, 394.
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, LAS 387.

Notes for the major and minor

- a. HON 206 may only be taken by Honors students and is a replacement for ARTH 275.
- b. The student must have a grade of C or higher in all courses for the major or minor.
- c. Courses more than 10 years old will not be applied to the Studio Art major and minor or the Art History major or minor.
- d. ARTS 202 does not apply to the Studio Art major or minor.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Art—Studio (ARTS)

101 Visual Concepts through Painting and Drawing This course introduces two-dimensional art making approaches and concepts through drawing and painting. Color, form, distinct processes, and attuned engagement with materials will drive this course's focus on formal, expressive, and conceptual understandings of two-dimensional drawing and design. This course will focus on enhancing perceptual awareness, analytical thinking, and relational understandings that

underlie composition, spatial illusion, and expressive content. Students will explore and develop facility with a range of drawing materials and water-based pigments. *Offered every semester.*

102 Principles of 3D 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. *Offered occasionally.*

103 Visual Concepts through Drawing and Print Media This course introduces approaches and concepts for two-dimensional contemporary art making through drawing and printmaking. Through visual, tactile, and expressive means, this course focuses on using drawing and graphic media to develop ideas, heighten perceptual awareness, and explore visual language. Direct drawing media such as graphite, ink, and cut paper are explored, as well as indexical and stencil-based approaches such as frottage, pochoir, screenprint, and relief. In addition, students engage in thematic research and inquiry into various artwork formats such as singular, multiple, and serial work. *Cannot be audited. Offered every semester.*

104 Visual Concepts through Digital Media This course provides a foundational introduction to artmaking through the use of digital media. We will discuss the history, practice, and current trends in digital art through a blend of theoretical and project-based learning. Through weekly examples and projects, we will create virtual and physical artworks that explore visual relationships, heighten perceptual awareness, and forge pathways to a practice of interdisciplinary making. To navigate the expansive and ever-evolving world of digital art, our work will be oriented by four guideposts: Image (photography/videography, image processing & compositing), Graphic (graphic design, typography, generative art), Form (3D modeling and rendering, virtual and interactive worlds), and Object (CAD, CAM, and digital fabrication). *Cannot be audited. Offered every semester.*

201 Drawing into Painting: A Contemporary Approach to the Figure

This course explores drawing and painting 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 relating to the figure and/or body. The course will begin with explorations of different drawing media and approaches and then shift to painting processes. Additionally, an examination of contemporary trends in art informs the themes and approaches explored in this course. *Prerequisite: ARTS 101 or 103. Offered spring 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. *Offered occasionally.*

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. *Prerequisite: For Studio Art Majors and minors: ARTS 102 (no prerequisites for other students). 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, student 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. *Prerequisite: For Studio Art Majors and minors: ARTS 102 (no prerequisites for other students). Offered spring semester.*

251 Painting Students master basic skills in paint application and in rendering volumes and their environments. They learn the practical application of color theory to the visual analysis of particular light situations and to the mixing of pigment. ARTS 251 also emphasizes the notion of artistic intention. Students will be encouraged to make personal, conscious choices about subject matter, composition, lighting, and paint application. Ultimately, students will explore how such decisions infuse paintings and other forms of visual art with expressive and conceptual content. In addition to studio work, this course examines historical and contemporary art through lectures and readings. Students will also present their work and participate in regular critiques and discussions of reading assignments. *Prerequisite: For Studio Art majors and minors: ARTS 101 or 103 (no prerequisites for other students). Offered fall 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-collé, and

printing. *Prerequisite:* For Studio Art majors and minors: ARTS 101 or 103 (no prerequisites for other students). 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 screen printing. Planographic processes that are introduced include stone lithography and plate lithography. Students learn several non-toxic screen print procedures, including paper and fluid stencils, reduction printing and crayon resists. There is an overview of historical and contemporary works in each area. *Prerequisite:* For Studio Art majors and minors: ARTS 101 or 103 (no prerequisites for other students). Offered spring semester.

288 Art from Code This course explores the use of computer code as a form of creative practice and artmaking. Students discuss the history, practice, and current trends in computational art through a blend of theoretical and project-based learning. Through weekly examples and projects, students learn core concepts of computer science and apply them to the creation of digital artworks. Creative coding, the practice of writing computer programs for creative purposes, is practiced in many different domains of art and design. These include graphic design, generative art, interaction design, digital fabrication, data visualization, and installation art. To explore these different applications of creative coding, this course is oriented around four core topics: generative design, interaction design, data-driven art, and virtual environments. *Prior experience with computer programming is not required. Cannot be audited. Offered every semester.*

289 Machine Art and Installation In this course students will combine two forms of creative practice: installation art and machine art. In doing so we will learn to construct environments that transform the spaces we inhabit and make site-specific artworks that reimagine the way we interact with our world. We will develop a creative practice of machine art—where we design and interact with technology to create dynamic and interactive installations. We will learn how to program and control physical systems such as lights, motors, sensors, and computer-numerical control (CNC) machines. The course is oriented around three units: conceptualizing space, physical computing, and building “poetic machines”. *Prerequisite:* ARTS 288 or permission of the instructor. Offered every year.

390 Themes, Methods, and Making In this upper-level studio course, students engage in art practices that explore distinct forms of research, reflection, and making to address overarching themes and concepts. Student art making will be informed by shared readings, discussion, and explorations of familiar and new forms and formats. Students will explore a range of criteria for making, critiquing, and sharing artwork with audiences in different settings. Students will also document, reflect, and present their own artistic practices using autoethnographic research methods. *Prerequisite:* Two 200-level ARTS courses. Cannot be audited. Offered fall semester.

492 Advanced Senior Studio This advanced studio course is designed to help students develop a coherent body of artwork, and culminates in an exhibition in the Kittredge Gallery. *Prerequisite:* 300-level studio course. Offered spring semester.

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite:* Junior or Senior standing and at least a 3.0 cumulative

grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite:* Junior or Senior standing and at least a 3.0 cumulative grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.

498 Internship Seminar This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *Prerequisite:* Junior or Senior standing and at least a 2.50 cumulative grade point average. May be repeated for credit. Cannot be audited. Cannot be taken Credit/No Credit.

Art History (ARTH)

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 the 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 world. Emphasis is 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. *Credit will not be granted to students who have received credit for HON 206.*

276 Studies in Western Art II: Renaissance to Modern Art This class introduces students to artistic works created in Western Europe and the Americas from circa 1300 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.

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. Offered every semester.

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, textiles, and painting of the pre-Columbian, Viceregal, and modern 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 on art and material culture from the 16th century to the present include the reception of “New World” images and objects by European and North American audiences, as well as a fundamental investigation of the power of art to create, confirm national and local identity, or reject views of other cultures. *Counts toward Latin American Studies minor. Prerequisite: Second year standing or above. Offered every other year.*

310 Women, Gender, and Art, 1500-2000 See Connections in the Core Curriculum section of this *Bulletin* for course description.

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 occasionally.*

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 occasionally.*

359 Islamic Art Islamic culture is truly global, encircling the planet from the Islamic Center of Tacoma, WA to the Kaaba in Mecca, to the myriad mosques of Xinjiang Province in China. The history of the Islamic world is equally vast, spanning over a millennium. This course focuses on the history of Islamic visual culture from the 7th through the 17th century and explores works of art in a variety of media (e.g., architecture and monumental decoration, book illuminations, ceramics, metal-works, textiles, etc.) both from the religious and the secular realms. Artworks 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; function 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 occasionally.*

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; votive statues; 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, Egyptian, 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); material culture of religion; 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 spaces; icons, image theory, and the Iconoclastic Controversy; depictions of the secular world; Byzantine art beyond the borders of the empire. *Prerequisite: Second year standing or above. Offered every other year.*

363 Faith and Power in the Art of the Medieval West: Seventh-Fourteenth 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; the role of words and images in illuminated books; and representations of gender. *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 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 occasionally.*

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 is emphasized in the later periods. *Offered every other year.*

369 Twentieth and Twenty-first 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 21st century. *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 interaction of different Buddhist concepts/schools and diverse visual forms that represented them. Issues of 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 hand-on

practice as an art performance. Emphasis is put on the understanding of the multi-function of calligraphy in East Asian society. *Contributes to satisfying the Language Core Requirement. Offered every other year.*

372 The Grand Canal: An Engine for Building Types at the Apex

In architecture, the concepts of "type" and "module" are often used to analyze the process of building (an idea, a structure, an argument). These ideas are particularly potent tools in getting at the deeper structures of "traditional Chinese architecture" in which both are pushed to brilliant and complex extremes. The course uses the route and history of the China's Grand Canal as a structure for exploring design achievements and intentions at both ends of this critically important man made waterway. *Prerequisite: Acceptance into the PacRim program. Cannot be audited.*

380 Museums and Curating in the 21st Century: History, Theory, and Practice

This course explores the history of museums, collecting and theories and practice of contemporary curating. Students learn the history of different types of exhibitions of material culture—both 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 an exhibition. *Offered occasionally.*

394 Interrogating Methods of Art History: From Artist Biographies to Global & Decolonizing Perspectives

This course explores the history of the discipline of art history from the 16th through the 21st century and serves as an introduction to fundamental art historical methods. The development of art history as a discipline—whose foundational thinkers were overwhelmingly white European men of the middle and upper middle classes—is implicated in European colonial and imperialist practices. The course lays bare how imperialism, colonialism, and the identity of its founders shaped the development of the discipline and the formation of the art historical canon. The course interrogates the systematic marginalization and/or exclusion of women and non-European (and later non-Euro-American) artists and artistic traditions in/from the history of art and critiques the Eurocentric and colonialist heritage of the discipline. The course explores what is accepted as "legitimate knowledge" in the field, who is entitled to produce and communicate it, and what institutions maintain and bolster this system. The course further examines recent art historical approaches (e.g., postcolonial, intersectional, decolonizing) that critique the narrowly defined parameters of the field and offer effective interventions that reconfigure the exclusionary practices of the discipline and aim to reshape its institutional system. Students develop and refine their analytical and research skills through discussions, response papers, presentations, and a substantial research project; as part of this work, students regularly examine the positionality of the scholars and artists whose work forms the content of the course and reflect on how their own social position impacts their learning and scholarly practices. The course prepares students for more advanced courses in art history, including the capstone seminar, ARTH 494. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every year.*

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 different content of the

course varies with the instructor and may have Ancient or Medieval European, Modern European, American, or Asian emphasis. *Offered occasionally.*

492 Curatorial/Art History Research Practicum 0.25 units.

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: One 200- or 300- level art history course at Puget Sound and permission of instructor. May be repeated for credit up to 4 times.*

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. *Prerequisite: ARTH 394 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 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or Senior standing and at least a 3.0 cumulative grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or Senior standing and at least a 3.0 cumulative grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *Prerequisite: Junior or Senior standing and at least a 2.50 cumulative grade point average. May be repeated for credit. Cannot be audited. Cannot be taken Credit/No Credit.*

ASIAN STUDIES

Artistic and Humanistic Perspectives Division

Professor

Jan Leuchtenberger
Jennifer Neighbors, Chair
Jonathan Stockdale, Director

Associate Professor

Mengjun Li

Advisory Committee

Gareth Barkin, Sociology and Anthropology
Karl Fields, Politics and Government
Zaixin Hong, Art and Art History
Tina Huynh, School of Music (On Leave Fall 2024)
Priti Joshi, English
Nick Kontogeorgopoulos, International Political Economy
Sunil Kukreja, Sociology and Anthropology
Ha Jung Lee, Religion, Spirituality, and Society (On Leave Fall 2024)
Sam Liao, Philosophy
Mikiko Ludden,
Yu Luo, Sociology and Anthropology (On Leave 2024-2025)
Pierre Ly, International Political Economy
Lo Sun Perry,

About the Program

The Asian Studies Department offers courses on Asian languages, cultures, civilizations, and societies, in a broad geographical range that includes East Asia, South Asia, and Southeast Asia. The underlying assumption of all aspects of the Asian Studies department 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. The department offers majors and minors in Chinese and Japanese language and culture, as well as an interdisciplinary Asian Studies minor that incorporates area studies courses in the humanities and social sciences. The Asian Studies Department also supports the Trimble Distinguished Asia Scholar designation and the university’s unique Pacific Rim Study Abroad Program (see below). In general, any student may take any course offered in the department without related prior study (although some upper level courses have prerequisites, as indicated in departmental listings).

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.

Requirements for the Majors

Each major consists of 10 units.

1. Courses taken for a Chinese/Japanese major may not be used to satisfy requirements for a second Chinese/Japanese major or a minor. However, up to two literature/culture courses taken for a Chinese/Japanese major may be applied to the minor in Asian Studies.

- Only courses in which a student has received a grade of C– or better may be counted toward the major.
- Each student must coordinate their program with an Asian Studies faculty member. Variation of requirements is possible, as arranged by petition to the Director of Asian Studies.

unit may be chosen from the following courses: ARTH 278, 370, 371; ASIA 205; HIST 349; HUM 330, 335; PG 323; REL 332; SOAN 205.

Chinese and Japanese Majors

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 with a Chinese or Japanese Major:

- Communicate effectively with native speakers of Chinese and/or Japanese in a variety of situations using culturally appropriate language.
- Read and understand the gist of authentic materials, such as news summaries and short essays, with the aid of dictionaries and other resources.
- Write expository and expressive essays in the target language on a variety of topics.
- Implement tools to become independent, self-sufficient learners of the target language beyond the classroom.
- 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.
- Analyze and discuss coherently Chinese and/or Japanese literary and cultural works.
- Write logically and clearly in English about Chinese and/or Japanese literary and cultural traditions.
- Apply critical thinking, research and learning skills to be successful in their academic, professional and personal lives after graduation.

Requirements for the Major in Chinese Language and Culture (BA)

- Six units in Chinese language, of which at least one must be at the 400 level and taken on the Tacoma campus.
- 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: ARTH 367, 369; ASIA 225, 325, 345; CONN 305; HIST 245, 343, 344; IPE 388; PG 378, 379; PHIL 305; REL 234; SOAN 309. An additional unit may be chosen from the following courses: ARTH 278, 370, 371; ASIA 205; HIST 349; HUM 330; PG 323; REL 332; SOAN 205; 395.

Requirements for the Major in Japanese Language and Culture (BA)

- Six units in Japanese language, of which at least one must be at the 300 level and taken on the Tacoma campus.
- 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: ARTH 368; ASIA 310, 320, 330, 340; HIST 248; PG 372; REL 233, 300, 328; SOAN 304. An additional

Requirements for the Major in Japanese Language and Literature (BA)

- Seven units in Japanese language, of which one must be either JAPN 401, 405, 407, 409, or 420.
- Three units from the following: ASIA 205, 310, 320, 330.

Chinese and Japanese Minors

As with the Chinese/Japanese majors, the goals of the language curriculum are based on the proficiency guidelines of the American Council on the Teaching of Foreign Languages (ACTFL). Each minor is designed to provide students with a solid foundation in language through intensive language training. 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 with a Chinese or Japanese minor will be able to:

- Communicate effectively with native speakers of Chinese and/or Japanese in a variety of situations using culturally appropriate language.
- Read and understand the gist of authentic materials, such as news summaries and short essays, with the aid of dictionaries and other resources.
- Write expository and expressive essays in the target language on a variety of topics.
- Implement tools to become independent, self-sufficient learners of the target language beyond the classroom.
- Requirements for the Minor in Chinese
- Completion of a minimum of five units in one language is required for the minor in Chinese.

Requirements for the Minor in Japanese

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

The Asian Studies Interdisciplinary Minor

The Asian Studies Department also offers an Interdisciplinary Minor in Asian Studies, which challenges students to engage with a range of scholarly approaches to Asia, but which does not involve language study. 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:

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

- 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 Department through declaration of the Minor with the Academic Advising office, each student seeking the Minor should coordinate their program with the Director of the Asian Studies Department and is encouraged to select a primary or secondary advisor from among the faculty members in the Department.

Requirements for the 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 foundation course chosen from a designated list. Detailed requirements are:

- A total of four elective Asian Studies courses, two of which must be in the Social Sciences, and two in the Humanities. Among these four electives, one must be a foundation course chosen from those listed below:
 - ASIA 205 Introduction to Asian Literatures (Humanities)
 - ARTH 278 Survey of Asian Art (Humanities)
 - PG 323 Asian Political Systems (Social Science)
 - IPE 333 Political Economy of Southeast Asia (Social Science)
 - ASIA 344.
- No more than two electives can be used to fulfill the requirements of a major or another minor.
- At least two of the four elective courses must be taken at the 300 or 400 level.
- Good academic standing upon entering the department, overall GPA in the department of 2.5 or above, and grades of C- or better in all department courses (no Pass/Fail)
- Upon approval of the Asian Studies Department Director, students may complete up to two of the required units of study for the minor when enrolled in a study abroad department 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 department. *Courses applicable to the Asian Studies minor have no time limit.*

Additional Opportunities

PacRim Program

The Pacific Rim Study Abroad Program (PacRim) is scheduled every two years, and offers a full semester of courses taught at different locations in Asia, after which students will have the opportunity to remain in Asia over the following summer, conducting research or participating in internships. Students are selected for the program through a process of formal application. Participants prepare in advance of the scheduled study-travel semester by taking a preparation course in the Fall semester before the Spring travel semester.

Undergraduate and Postgraduate Scholarships/Fellowships

The Asian Studies Department 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 department offers 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.*

Robert Trimble Distinguished Asia Scholar

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

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

International Experience

Not all international experiences are suited for Asian Studies majors and minors; therefore, only pre-approved study-abroad coursework may be counted toward degrees in the department. To ensure that credit will transfer, a student wishing to apply study-abroad credit toward a major should consult Asian Studies 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 Studies Department 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 Chinese and Japanese 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 language minors, only two units of language may be accepted.
- Asian Studies transfer students, especially those who have experienced prolonged periods since their last language coursework, will be evaluated on an individual basis. The Asian Studies Department does not accept or award credit for distance learning courses. The Department also reserves the right to exclude a course from a major or minor based on the age of the course.

IPE/SOAN 323 The Political, Economic, and Social Context of International Tourism
 IPE 333 Political Economy of Southeast Asia (foundation course)
 IPE 388 Exploring the Chinese Economy
 PG 323 Comparative Political Economy of Asia (foundation course)
 PG 372 Japanese Political Economy
 PG 378 Chinese Political Economy
 PG 379 The Politics of National Identity in Greater China
 SOAN 222 Culture and Society of Southeast Asia
 SOAN 304 Gender and Sexuality in Japan
 SOAN 309 Anthropology of China: Contemporary Cultural and Social Issues
 SOAN 380 Muslim Cultures and Communities

Humanities Elective Courses in Asian Studies

ARTH 278 Survey of Asian Art (foundation course)
 ARTH 367 Chinese Art
 ARTH 368 Japanese Art
 ARTH 369 Twentieth and Twenty-first Century Chinese Art
 ARTH 370 Buddhist Art
 ARTH 371 East Asian Calligraphy
 ASIA 205 Introduction to Asian Literature (foundation course)
 ASIA 225 Visualized Fiction: Cinematic Adaptations of Traditional Chinese Literature
 ASIA 305 Heroes and Rebels: Martial Arts Culture in China and Beyond
 ASIA 310 Death and Desire in Pre-modern Japanese Literature
 ASIA 320 Self and Society in Modern Japanese Literature
 ASIA 325 Chinese Cinema: Ideology and the Box Office
 ASIA 330 Writing the Margins in Contemporary Japanese Literature
 ASIA 345 Revenge and Retribution
 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
 PHIL 215 Classical Chinese Philosophy
 REL 208 Yoga, Psychedelics, and Mind Science
 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 334 Vedic Religion and Brahmanism
 REL 335 Classical Hinduism
 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

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

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.

Asian Studies (ASIA)

205 Introduction to Asian Literature This course uses literary works to explore the art, culture, and society of Asia. Regional focuses may include East Asia, South Asia, or Southeast Asia. Genres under study may include fiction, poetry, drama, essays, and autobiography. Themes and assigned texts vary by instructor. *Offered frequently.*

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; 4) to retrieve and use written information critically and effectively. *Offered frequently.*

305 Heroes and Rebels: Martial Arts Culture in China and Beyond See Connections in the Core Curriculum section of this *Bulletin* for course description.

310 Death and Desire in Pre-modern 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. *Offered occasionally.*

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. *Offered occasionally.*

325 Chinese Cinema: Ideology and the Box Office Chinese-language films produced in Mainland China, Hong Kong, Taiwan, and the Chinese diaspora have been global powerhouses, winning major international awards and capturing remarkable box office receipts. With a long and intricate history, Chinese-language cinema is not only one of the most important forms of cultural productions within the region, it also has assumed an increasingly important role in the global cultural industry and imagination. This course introduces students to the broad historical scope of the Chinese-language cinema, covering three major traditions of Mainland China, Hong Kong, and Taiwan. The films examined in the course powerfully capture the ethos of their times, from the early twentieth century to the present. They address important issues such as gender, modernity, national identity, ethnicity, and globalization. While these issues define the contemporary societies under study, they also condition the making of the films. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

330 Writing the Margins in Contemporary Japanese Literature 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, Murakami Haruki, and Yoshimoto Banana, with particular emphasis on these marginalized characters and what they say about the “center” and the self. The goals of this course are 1) to become familiar with the most critically acclaimed literary voices of the post-war period; 2) to identify dominant themes in the literature of the period and examine what they say about what it means to be human; 3) to develop skills in critical reading, thinking and writing. *Offered occasionally.*

340 First Encounters: Japan and Europe in the 16th Century See Connections in the Core Curriculum section of this *Bulletin* for course description.

344 Asia in Motion See Connections in the Core Curriculum section of this *Bulletin* for course description.

345 Revenge and Retribution 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. *Offered occasionally.*

399 Southeast Asia in Cultural, Economic, and Political Context An overview of diversity and change in Southeast Asia, with a focus on, and field component in, Indonesia and Thailand. Students will examine the origins and development of complex state societies from an in-depth, ethnographic perspective. Students will explore issues of religious syncretism, gender, agriculture, the cultural impact of European colonialism, and the post-colonial period of nation building in Southeast Asia. Students will also delve into geographically focused case studies, which look at the cultural component of many important issues facing the region, including environmental decline and deforestation, the impact of globalization, the problems of ethnic and religious minorities, and other socio-cultural issues. The second half of the course will examine economic and political processes shaping the region. Specific topics include the economic legacies of colonialism, contemporary patterns of economic growth, patterns of change in rural communities, the process of urbanization and challenges faced by residents of Southeast Asian cities, the role of the state in managing development, democratization and human rights in Southeast Asia, and demographic patterns. The international portion of the course lasts approximately two weeks, and features an immersive stay at local universities in Indonesia and Thailand. The field component is required, and includes guest lectures by local scholars, trips to cultural and historic sites, ethnographic projects, and potential trips to neighbouring areas. Students will be responsible for their own airfare, as well as other potential program fees. *Prerequisite: CSOC 200 or IPE 201, application and instructor permission. Cannot be taken Credit/No Credit.*

402 Innocents Abroad: A PacRim Preparation Course The purpose of this course is to prepare students for the semester of study and travel in Asia. The focus of this course is primarily on academic preparation for the study-travel semester in Asia, but will also include some practical matters. Because PacRim welcomes and encourages students from a variety of majors and with varying backgrounds 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 491, the Independent Experiential Learning Project. This course is required for all students participating in the PacRim Program. *Prerequisite: Acceptance into the PacRim program. Cannot be audited. Offered occasionally.*

489 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. *May be repeated for credit. Cannot be taken Credit/No Credit.*

491 PacRim Independent Field Research Students trace a topic in multiple PacRim countries in order to develop a comparative, capstone project. Course deepens intercultural comprehension and deploys ethnographic methods of data-collection and observation. *Prerequisite: Acceptance into the PacRim program. Cannot be audited.*

495 Independent Study Variable credit up to 1.00 unit. 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. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

Chinese (CHIN)

101 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. Taught in Chinese. *Contributes to satisfying the Language Core Requirement. Offered fall semester.*

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. Taught in Chinese. *Prerequisite: CHIN 101 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

201 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. Taught in Chinese. *Prerequisite: CHIN 102 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered fall semester.*

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. Taught in Chinese. *Prerequisite: CHIN 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

206 Chinese Corner: Conversation 0.25 activity units. 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. Taught in Chinese. *Prerequisite: CHIN 202 or equivalent. May be repeated for credit. Pass/Fail Required.*

301 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. Taught in Chinese. *Prerequisite: CHIN 202 or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.*

302 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. Taught in Chinese. *Prerequisite: CHIN 202 or permission of instructor. Students who have completed 300-level courses may enroll for credit. Contributes to satisfying the Language Core Requirement. Offered every other year.*

303 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. Taught in Chinese. *Prerequisite: CHIN 202 or permission of instructor. Students who have completed 300-level courses may enroll for credit. Contributes to satisfying the Language Core Requirement. Offered frequently.*

410 Across the Strait: Cultures of 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. Taught in Chinese. *Prerequisite: CHIN 301, 302, or 303, or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.*

420 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. Taught in Chinese. *Prerequisite: CHIN 301, 302, or 303, or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.*

430 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. Taught in Chinese. *Prerequisite: CHIN 301, 302, or 303, or permission*

of instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.

440 Through the Cinematic Lens: Old and New China in Film This Chinese language studies course explores traditional values and contemporary issues via films 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. Taught in Chinese. *Prerequisite: CHIN 301, 302, or 303, or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.*

450 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. Taught in Chinese. *Prerequisite: CHIN 301, 302, or 303, or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.*

460 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. Taught in Chinese. *Prerequisite: CHIN 301, 302, or 303, or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.*

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. Taught in Chinese. *May be repeated for credit. Cannot be taken Credit/No Credit.*

Japanese (JAPN)

101 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. Taught in Japanese. Contributes to satisfying the Language Core Requirement. *Offered fall semester.*

102 First Year Japanese Introduction and development of the four basic language skills: comprehension, speaking, reading, and writing. Emphasis is on basic sentence patterns with basic vocabulary and development of communicative skills in everyday situations. Taught in Japanese. *Prerequisite: JAPN 101 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

201 Second Year Japanese Development of 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. Taught in Japanese. *Prerequisite:*

JAPN 102 or permission of the instructor. Contributes to satisfying the Language Core Requirement. *Offered fall semester.*

202 Second Year Japanese Development of 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. Taught in Japanese. *Prerequisite: JAPN 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

206 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. The course may include some grammar review. Taught in Japanese. *Prerequisite: JAPN 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

209 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, and slang and regional dialects. Taught in Japanese. *Prerequisite: JAPN 202. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

260 Situational Oral Expression This course serves those students who have completed JAPN 202 and wish to improve their skills in all areas: oral, aural, reading, and writing. Special emphasis is placed on listening and speaking skills. Class discussion, conversational exercises, reading materials, and writing assignments center on a variety of original Japanese materials which comment on recent social and cultural phenomenon. Taught in Japanese. *Prerequisite: JAPN 202. Contributes to satisfying the Language Core Requirement.*

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. Taught in Japanese. *Prerequisite: JAPN 202 or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered fall semester.*

305 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 page long compositions, reports, speeches, and to carry on longer and more natural conversations and participate in group discussion in Japanese. Taught in Japanese. *Prerequisite: JAPN 301 or equivalent. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

306 Kanji in Context II In this course, students focus on strengthening their kanji-based vocabulary at intermediate and higher levels to improve reading and writing. Stroke order and formation are emphasized. Class discussion will improve speaking and listening skills and also may include grammar review. Taught in Japanese. *Prerequisite:*

JAPN 202 or equivalent. Contributes to satisfying the Language Core Requirement. Offered occasionally.

401 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). Taught in Japanese. *Prerequisite: JAPN 305 with a minimum course grade of C- or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

405 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. Taught in Japanese. *Prerequisite: JAPN 305 with a minimum course grade of C- or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

407 Reading Modern Japanese Prose Students strengthen reading and writing skills by reading a wide variety of Japanese prose, including newspaper articles and editorials, and 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. Taught in Japanese. *Prerequisite: JAPN 305 with a minimum course grade of C- or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

409 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 deepens their understanding of Japanese culture. Taught in Japanese. *Prerequisite: JAPN 305 with a minimum course grade of C- or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

420 Japanese Travelogue: Japanese through Geography and Culture This course is the pre-advanced Japanese language course. The focus of this course is on preparing students to be able to handle academic report writing and oral presentation in Japanese through Japanese geography and culture. Japan has 47 prefectures and is divided into 8 regions. Students will learn an approachable and wide-ranging survey of the geography and culture of each region of

Japan as they examine authentic materials. This class is carefully designed for students to learn about the geographical setting of Japan, the people's way of life, and the nature of Japanese society as if students were traveling across Japan. Taught in Japanese. *Prerequisite: JAPN 305 with a minimum course grade of C- or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

495 Independent Study Variable credit up to 1.00 unit. Research under the close supervision of a faculty member on a topic agreed upon. Application and proposal to be submitted to the department chair and faculty research advisor. Recommended for majors prior to the senior research semester. Taught in Japanese. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. Research under the close supervision of a faculty member on a topic agreed upon. Application and proposal to be submitted to the department chair and faculty research advisor. Recommended for majors prior to the senior research semester. Taught in Japanese. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

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

Artistic and Humanistic Perspectives Division

Professor

Suzanne Holland, Director (On Leave Spring 2025)

Advisory Committee

Gregory Johnson, Biology

Kristin Johnson, Science, Technology, Health and Society

Jung Kim, Exercise Science

Ha Jung Lee, Religion, Spirituality, and Society (On Leave Fall 2024)

Sam Liao, Philosophy

Siddharth Ramakrishnan, Biology

Ariela Tubert, Philosophy

About the Program

The Interdisciplinary Minor in Bioethics Program (BIOE) is unique at Puget Sound, and rare among liberal arts colleges. This six-credit-program encompasses work in the fields of biology, natural science, neuroscience, religion, philosophy, literature, sociology, psychology, politics, economics, exercise science, and business. It enables students to study topics at the intersection of the life sciences and the humanities (broadly conceived) such as: new biological technologies (developments in CRISPR/CAS-9 for example), global health, racism in medicine and science, cultural competency, gender and health care, human and animal experimentation, genetic screening and gene therapy, human population growth, embryology, reproduction, death and dying, disability studies, neuroscience and ethics, and clinical issues in health care. The program prepares students for analyzing and understanding the ethical, social, and cultural 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 minor.

The Bioethics Minor 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 Minor 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/Doctoral programs in Bioethics or Public Health.

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 in Bioethics

Completion of six units to include:

1. One unit of BIOL 111, or the AP equivalent (BIOL 101 or 102 can substitute for 111 when offered). These courses can satisfy the Natural Scientific Core requirement.
2. BIOE/REL 292 or BIOE/PHIL 292.
3. Three elective units distributed as follows: Scientific (up to 1 course), Ethical (up to 2 courses), and Humanities & Social Sciences (up to 2 courses).
4. BIOE 400 Bioethics Integration Seminar.

Notes

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

Scientific

BIOL 212 Cell Biology
BIOL 213 Genetics
BIOL 361 Biochemical Pathways and Processes
BIOL 370 Conservation Biology
BIOL 375 Developmental Biology
BIOL 404 Molecular Biology
CONN 410 Science and Economics of Climate Change
EXSC 424 Recent Advances in Cellular and Molecular Mechanisms of Neuroplasticity
NRSC 201 Introduction to Neuroscience
NRSC 450 Senior Seminar: Special Topics in Neuroscience
PSYC 312 Applied Psychological Measurement
PSYC 320 Psychological Disorders

Ethical

BIOE/REL 255 Pandemic Ethics, Laws, and Health Inequities
BIOE/REL 272 Public Health Ethics
BIOE 306 Health Law
BIOE 317 Ethics in Biotech Innovation and AI in Healthcare
BIOE 350 Clinical Bioethics
BIOE 392 Practicum: Clinical Bioethics
CONN 393 The Cognitive Foundations of Morality and Religion *Can also satisfy the Connections core requirement.*
PHIL 105 Neuroethics and Human Enhancement
PHIL 107 Philosophy of Disability
PHIL 250 Moral Philosophy
PHIL 285 Environmental Ethics
PHIL 286 Ethics, Data, and Artificial Intelligence
PHIL 370 Social and Political Philosophy
PHIL 378 Philosophy of Law
REL 265 What is Justice?
REL 298 Reproductive Ethics
STHS 333 Evolution and Ethics *Can also satisfy the Connections core requirement.*

Humanities & Social Sciences

BUS 478 Environmental Law
COMM 352 Health Communication Campaigns
CONN 320 Health and Medicine *Can also satisfy the Connections core requirement.*
CONN 357 Exploring Animal Minds *Can also satisfy the Connections core requirement.*
CONN 387 Never-Never Land *Can also satisfy the Connections core requirement.*
CONN 478 Animals, Law, and Society *Can also satisfy the Connections core requirement.*
ECON 225 Environmental and Natural Resource Economics
ECON/ENVP 327 Climate Change: Economics, Policy, and Politics
ENGL 348 Illness and Narrative: Discourses of Disease
ENGL 374 Writing Climate Justice
GQS 366 Disorienting Histories: Reproductive Justice in the Post-Roe United States
IPE 331 International Political Economy of Food and Agriculture
IPE 389 Global Struggles Over Intellectual Property *Can also satisfy the Connections core requirement.*
PHIL 230 Philosophy of Mind
PHIL 389 Race and Philosophy
PHIL 390 Gender and Philosophy
REL 204 Religions of the Book
SOAN 360 Sociology of Health and Medicine
SOAN 365 Global Health
STHS 330 Evolution and Society Since Darwin *Can also satisfy the Connections core requirement.*
STHS 366 Medicine in the United States: Historical Perspectives

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Bioethics (BIOE)

255 Pandemic Ethics, Laws, and Health Inequities This course investigates the ethical dilemmas and health law during pandemics. It covers various ethical issues regarding health equity, prevention, containment, cure, and management. In the US, the coronavirus pandemic has exposed health inequities that are propelled by racism and structural injustice. The course explores racial health disparities and the disproportionate and devastating impacts of the Covid19 pandemic on people of color, immigrants, and marginalized groups. It investigates how U.S. religious communities have understood the pandemic and responded to the pandemic. Writing assignments, group exercises, and a final project promote students to engage in health communication. Students examine various case studies and stories of marginalized groups by challenging many Eurocentric assumptions of mainstream bioethics today. Course topics may include race and health inequities, medical exploitation of African Americans in the US, disease stigma, vulnerabilities of essential workers, Covid19 and xenophobia, social distancing, wearing masks, stay-at-home orders, PPE shortages, disability and triage, surveillance technology governance, vaccine acceptance, immunity passports, and reopening schools and workplaces. The class design utilizes a participatory, student-centered approach to classroom learning. Course materials include films, news media, legal cases, and public health literature. *Cross-listed as BIOE/REL 255. Offered frequently.*

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 cannabis, 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 as BIOE/REL 272. Cannot be audited.*

292 Basics of Bioethics This course examines 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. *Cross-listed as BIOE/REL 292. Credit will not be granted to students who have received credit for SS11 150 or SS12 150. Offered every year.*

292 Basics of Bioethics This course examines 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/PHIL 292. Credit will not be granted to students who have received credit for SS11 150 or SS12 150. Offered frequently.*

306 Health Law See Connections in the Core Curriculum section of this *Bulletin* for course description.

317 Ethics in Biotech Innovation and AI in Healthcare See Connections in the Core Curriculum section of this *Bulletin* for course description.

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. *Prerequisite: BIOE/REL 292 or BIOE/PHIL 292. Offered occasionally.*

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 and properly address ethical issues 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. Pass/Fail Required. Cannot be audited. Offered occasionally.*

400 Bioethics Integration Seminar This is the last, and thus capstone course required of all students who aim to attain the interdisciplinary Minor in Bioethics. Since the Integration Seminar enrolls seniors from a variety of majors, the primary goals of the course are two-fold: (1) for students to learn to process, synthesize and integrate the ethical implications of the courses they have taken toward the Bioethics Emphasis, and (2) for students to discover their post-baccalaureate “niche” in the scholarly community of Bioethics and the medical humanities. Weekly themes in medical humanities include: the history of medicine; literature, the arts, and medicine; philosophy and medicine; religion and medicine. Students will also have the opportunity to read classic primary texts in bioethics—articles, books, and films—from different sub-disciplines of the field, such as race and health care, medicine and technology, history of medicine, narrative medicine, end-of-life issues, and many more. In analyzing these texts, students will learn to explain why each one is regarded as a model in its field, and to process and articulate its relevance for one’s own interest area within Bioethics and the medical humanities. The course builds upon students’ own interest areas and acquired expertise as they undertake a capstone project that is presented to faculty members on the Bioethics Faculty Advisory Board. *Prerequisite: BIOE/REL 292 or BIOE/PHIL 292; graduating seniors and permission of instructor. Offered spring semester.*

BIOLOGY

Natural Scientific and Mathematical Perspectives Division

Professor

Joel Elliott
Susannah Hannaford, Chair
Peter Hodum
Andreas Madlung
Siddharth Ramakrishnan
Alexa Tullis
Stacey Weiss (On Leave 2024-2025)

Associate Professor

Mark Martin
Oscar Sosa
Bryan Thines, Associate Chair
Carrie Woods
Assistant Professor
Katherine Crocker

Visiting Assistant Professor

Gregory Johnson
David Sultemeier

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. Our curriculum examines life's structures and processes through the unifying lens of evolution, 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. Both the Biology major and the Molecular and Cellular Biology major can be used as preparation for graduate school or professional careers in technical fields, health sciences, and education.

The Biology Department promotes connections between faculty and students through faculty-taught laboratories and a highly organized student/faculty research program. The department has well-equipped laboratories for faculty-directed student research in areas such as cell and molecular biology, physiology, microbiology, ecology, and evolutionary biology. A unique program for our undergraduates includes 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 Puget Sound 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 knowledge in the field of biology through classroom and laboratory exercises and experiments;
2. Develop intellectually through the practice of the following skills: Engaging in scientific observation and experimentation; Designing experiments to test novel hypotheses; Performing quantitative

- analysis of data through graphing and statistics; Communicating effectively both orally and in writing; Locating and learning from scientific literature; Identifying, analyzing, and solving problems;
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 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.

Requirements for the Major

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.

Requirements for the Major in Biology (BS)

Completion of a minimum of 15 units of Biology and supporting courses to include:

1. Five units of 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. ENVS 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 science cognate units from the following: One unit from BIOL 312 or higher; CHEM 251 or higher; CSCI 141 or higher, EXSC 222; ENVS 101 or higher; MATH 110 or higher; NRSC 201, 350; PHYS 111 or higher; one unit from the following list: BIOE 292, PHIL 232, STHS 200, STHS 325. MATH 110 and CHEM 105 can count towards this requirement if, and only if, the course was taken prior to taking courses in the respective subjects with higher course numbers.

Requirements for the Major in Molecular and Cellular

Biology (BS)

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: Any two of MATH 180, 181, and 260. MATH 160 may substitute for MATH 260 if and only if BIOL 211 or BIOL 231 is also taken
6. Two units of analytical science from the following: BIOL 211 or 231; CHEM 231; PHYS 111/112 or 121/122; MATH 110 and higher; CSCI 141 and higher
7. Two additional units in Biology, one of which must be at the 300 or 400 level (excluding 398), and which can include up to 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 in Biology

Completion of five units of Biology to include one unit each of BIOL 111 and 112, a minimum of one unit from the following group (BIOL 211, 212, 213) and two elective units (BIOL 211 or higher; ENVS 306 may count as one of the two units). BIOL 398 does not count towards the Biology Minor.

Notes for the major and minor

- a. The following courses do not satisfy major or minor requirements: BIOL 101, 102, 201, 205, 398, 498, or 499; INTN 497.
- b. 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.
- c. Students should pay careful attention to course prerequisites as they affect course sequencing.
- d. Majors are encouraged to participate in the undergraduate research program within the department. Courses in the undergraduate research program include Biology Colloquium (201), Directed Research (290/390/490), Introduction to Biological Research (392), Science and Mathematics Seminar Series (398), 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 can 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.
- e. Students are encouraged to select electives and other courses beyond the major requirements in consultation with their academic advisor and/or the Health Professions advisor to personalize their academic experience to match their

interests and, if relevant, to prepare them for graduate or professional school programs.

- f. 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.
- g. All courses required for the majors or minor must be taken on a graded basis. The credit/no credit 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.
- h. 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.
- i. 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.
- j. At least two of the Biology electives and one of the Molecular and Cellular Biology electives must be completed on the Puget Sound campus.
- k. 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.
- l. Courses transferring in from other institutions including study abroad programs that transfer in at at least 0.67 units but less than 1 unit may still fulfill the requirement for a 1 unit course for the Biology major. Students with such courses should consult with their academic advisor or the Biology chair.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Biology (BIOL)

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 will not be granted to students who have received credit for BIOL 102 or 111. Offered frequently.*

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. *Credit will not be granted to students who have received credit for BIOL 101 or 111. Offered frequently.*

111 Unity of Life: Cells, Molecules, and Systems A contemporary approach to the major themes of modern biology. Subcellular, cellular, genetic, and physiological aspects of biological systems are explored in the context of the scientific process. Laboratory is required. *Offered every semester.*

112 Evolution and the Diversity of Life This 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 obtained from a supermarket. *Offered every semester.*

201 Biology Colloquium 0.25 activity units. 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. Pass/Fail Required. Offered occasionally.*

205 Natural History Museum Docent 0.25 activity units. 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 Puget Sound 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. *May be repeated for credit. Pass/Fail Required. Offered occasionally.*

211 General Ecology An introduction to the interactions of individuals in a population, populations in a community, and communities in ecosystems. Laboratories are designed to illustrate ecological principles and give experience in approaches and techniques of ecology. Experimental design, quantitative data analysis, and statistics are emphasized throughout the course. *Prerequisite: BIOL 112 or equivalent. Offered every 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, and CHEM 115 or 120, or permission of instructor. Offered every 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 or 112, and one additional BIOL or CHEM course with lab (CHEM 110 or higher). Offered every semester.*

231 Biostatistics 0.50 units. This course introduces MCB majors who did not take BIOL 211 (General Ecology) to important statistical concepts, experimental design, and data analysis tools that are covered

in BIOL 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. *Prerequisite: BIOL 111 or AP credit. Not open to students who have taken BIOL 211. Offered every year.*

290 Directed Research Variable credit up to 1.00 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 the instructor. May be repeated for credit up to 1.00 unit. Cannot be audited. Cannot be taken Credit/No Credit. Offered every semester.*

310 Special Topics in Biology In this course, students will gain experience and reasoning skills in the biological sciences by focusing on a specific topic, theme, or sub-area of the discipline. Through classroom discussion, written work, and other forms of assessment, students will evaluate information and learn how the scientific process is applied in the context of the theme covered. Students will also make connections between the biological topic of study and society. *Prerequisite: One 100-level Biology course. May be repeated for credit. Offered occasionally.*

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 and one year of college chemistry; BIOL 112 recommended. Offered spring semester.*

334 Comparative Animal Physiology A study of function at the systems and cellular levels in a variety of animal forms with emphasis on fundamental physiological principles. Physiological adaptation to different habitats is also discussed. Laboratory involves application of various experimental techniques. *Lab is required. Some labs require the dissection of earthworms, the use of crab blood, and may require the use of live tissue preparations. Prerequisite: BIOL 111, 112, 212, one year of college chemistry, and one of the following: BIOL 211, BIOL 231, MATH 160, MATH 260, or permission of the instructor. Offered fall semester.*

340 Animal Communication This course examines the production, transmission and reception of animal communication signals in different sensory modalities, including acoustic, visual, chemical, and short-range sensory modes. In addition, the course explores the evolution and function of such signals as mechanisms to transfer information and bias decision making. Throughout the semester, students draw upon theory from ecology, physiology and evolution, as well as the physical sciences and economics. *Prerequisite: BIOL 111 and 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 of college chemistry, and CHEM 250. Offered every year.*

357 Comparative Endocrinology This course offers a study of the evolutionary history and functions of hormones across the tree of life with particular focus on animals and a secondary focus on plants. Hormones as mediators of growth, development, phenotype, behavior, reproduction, and epigenetic effects are covered and connected to relevant current events. The required laboratory introduces and applies a variety of relevant research techniques in a directed context to produce an original research result at the end of the course (which may lead to a published paper on which students are coauthors). The laboratory involves handling of insects. *Prerequisite: BIOL 111, 112, one year of college-level chemistry, and one of the following: BIOL 211, 212, 231, MATH 160 or MATH 260, or permission of instructor. Cannot be audited. Offered spring semester.*

360 Evolution Evolution is fundamental to understanding the big why and how questions 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; 211 and/or 213 recommended. Offered frequently.*

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. *Prerequisite: BIOL 212, one year of college chemistry, and CHEM 250; BIOL 213 recommended. Offered spring semester.*

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. *Cross-listed as BIOL/PHYS 363. Prerequisite: Math 180 and Physics 111 or 121; and either BIOL 212 or a 300-level course in Biology or Physics; or permission of the 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. Cannot be audited. Offered occasionally.*

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 occasionally.*

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 frequently.*

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 and one year of college chemistry; BIOL 213 recommended. Offered occasionally.*

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. Prerequisite: BIOL 111, 212, and one year of college chemistry, or permission of instructor. BIOL 112 and 213 are recommended. Cannot be audited. Offered occasionally.*

377 Field Botany This course is designed to introduce you to identifying plants, help you become familiar with the local plants, understand their systematic relationships, and understand their natural history as part of communities. As such, it is intended to be a hybrid between a plant systematics course, a plant identification course, and a plant natural history/ecology course. The lecture will cover concepts and theory; the lab will be devoted to hands-on identification and species recognition. Field trips will allow you to practice family and species recognition as well as to see some of the natural history discussed in lecture. *Prerequisite: BIOL 112 and 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 the lab and in the field. Laboratories may involve dissection of vertebrate animals. *Prerequisite: BIOL 112 or equivalent. 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 Puget Sound Museum of Natural History's extensive bird collection for studies of avian taxonomy, identification, anatomy and physiology. *Prerequisite: BIOL 211. Offered frequently.*

381 Evolution, Ecology, and Other Theories of Kinship How are different organisms connected? What characteristics do we use to classify and explain these connections across time and space? What cultural values have been used to construct current ecological theory? In this course we will experiment with what theories of ecology and evolution we can build by considering different philosophical starting points. Readings will include biology primary literature, articles from other fields, and from narrative, cultural knowledge, and political thought—primarily from people Indigenous to the land currently known as North America. Laboratory work will heavily involve experimenting with and interpreting mathematical models of biology theory using R, and will also include the gathering of ecological data to use in our theoretical work. *Prerequisite: BIOL 211 or BIOL 360, or ENVP 253 and permission of instructor. Cannot be audited. Offered frequently.*

390 Junior Directed Research Variable credit up to 1.00 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 for credit up to 1.00 unit. Cannot be audited. Cannot be taken Credit/No Credit. Offered every semester.*

392 Introduction to Biological Research 0.50 units. 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. Prerequisite: Second and third year students. Biology majors: any two of BIOL 211, 212, and 213, though one of these may be concurrent with BIOL 392; MCB majors: BIOL 212 or 213. All others require permission of instructor. May be repeated for credit. Offered spring semester.*

395 The History, Utility, and Practices of Natural History Museums 0.50 units. 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. *Prerequisite: BIOL 112, 211, or permission of instructor. Offered occasionally.*

398 Science and Mathematics Seminar Series 0.25 activity units. 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 up 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. *May be repeated for credit. Pass/Fail Required. Offered every semester.*

404 Molecular Biology Molecular Biology focuses on the structure, organization, and regulation of genetic material at the molecular level. This course emphasizes modern analyses of genomes and transcriptomes while also introducing students to contemporary techniques used to manipulate gene expression or edit the genome. *Prerequisite: BIOL 212 and 213; one year of college chemistry. Senior standing recommended. Offered spring 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 occasionally.*

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, and permission of the instructor. Offered frequently.*

465 Chemical Biology This course explores how modern chemical and biochemical strategies are used to interrogate and manipulate biological systems. The course will focus on selected, recent developments in the field as described in review articles and the primary literature. Themes include modifying and expanding the genetic code, screening and selection of chemical and biological libraries, directed evolution and rational design in the production of new protein activities, molecular imaging and probes for spatial and temporal localization of biological activity, modification of biological systems to produce new products or new activities, and design and use of novel molecular effectors of biological systems. In addition to examining the science of chemical biology, the course will also explore the commercialization of chemical biology and the background and influence of key individuals involved in developing this hybrid discipline. The course will emphasize process, with students directly engaging with primary sources, collaboratively analyzing and discussing information obtained from those sources, selecting and investigating topics in chemical biology that interest them, presenting the results of their investigations to their peers, and reflecting upon the scientific, commercial, and social impacts of

modern chemical biology. *Cross-listed as BIOL/CHEM 465. Prerequisite: CHEM 251 and either BIOL 212 or 213. Instructor permission required. Cannot be audited. 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. Satisfies the Experiential Learning Core Requirement. 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 112, and 211. ENVS 105 recommended. Offered fall semester.*

490 Directed Research Variable credit up to 1.00 unit. 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. *Prerequisite: Permission of instructor; BIOL 201 recommended. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit. Offered every semester.*

491 Senior Thesis Variable credit up to 1.00 unit. Students must write a research proposal, carry out the research, write a thesis, and present a public seminar on their research. The projects are done under the supervision of a faculty research advisor. Details and application forms can be obtained from faculty research advisor or department chair. *Prerequisite: Permission of instructor; BIOL 201 recommended. May be repeated for credit up to 1.00 unit. Cannot be taken Credit/No Credit. Offered every semester.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *Prerequisite: Junior or senior standing, 2.5 GPA, ability to complete 120 hours at internship site, approval of the CES internship coordinator, and completion of learning agreement. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

CENTER FOR WRITING AND LEARNING

Professor

Julie Christoph, Director

About the Program

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Center for Writing and Learning (CWL)

100 Strategies for College Reading 0.25 units. 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. *Class instruction is supplemented by an online*

speed reading program, although this class is not primarily concerned with speed reading. Pass/Fail Required. Offered frequently.

299 Writing Personal Statements 0.25 units. This course is designed to help students write effective personal statements for post-graduation 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 the 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 Required. Offered occasionally.*

300 Theory and Praxis of Peer Learning 0.25 units. 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 and Learning (CWL). 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 with original research. *Prerequisite: Employment at the CWL. Pass/Fail Required. Offered frequently.*

398 Practicum in Peer Tutoring 0.25 units. CWLT 300 discusses ways in which peer tutors at the Center for Writing and Learning (CWL) 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 CWL. *Prerequisite: CWLT 300. Credit will not be granted to students who have received credit for REL 307. Pass/Fail Required. Cannot be audited. Offered occasionally.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

SCHOOL OF BUSINESS AND LEADERSHIP

Social Scientific and Historical Perspectives Division

Professor

Lynnette Claire, Director
Lisa Johnson (On Leave 2024-2025)
Alan Krause (On Leave 2024-2025)
Jeffrey Matthews, Director
J. Brad Reich
Nila Wiese (On Leave 2024-2025)

Associate Professor

Sun Young Ahn

Assistant Professor

Ania Kapalczynski

Visiting Assistant Professor

Shravya Dharba
Hannah Nguyen

About the School

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

School of Business and Leadership curriculum incorporates business fundamentals (management, marketing, finance, accounting, law and ethics) strengthened by innovative course offerings and 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 Bachelor of Arts degrees in Business Administration and Business Leadership. Business majors must satisfy the experiential learning requirement as specified by the university. Business majors are encouraged to participate in additional 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.

Requirements for the Major in Business Administration (BA)

The Business Administration degree provides students a solid foundation in the areas of accounting, finance, marketing, management, and law and ethics. The flexibility of this degree allows students to explore

a breadth of courses in business and to pursue a course of study that meets individual interests.

Business Administration students engage in a variety of learning styles and approaches, from highly experiential to theoretical. Critical thinking is the cornerstone of this program. Graduates learn to ask relevant questions, locate and synthesize evidence, and communicate findings in oral and written form. Students learn to work with others and communicate informally as well as formally. Meaningful work experience is strongly recommended, though not required. Upon completion of the Business Administration degree, students will be prepared for entry-level business positions and will gain the critical thinking and soft skills to develop fulfilling careers.

Eleven units to include:

7. Preparatory courses (2 units): ECON 101 and MATH 160 or 260.
 1. Foundation Courses (5 units): BUS 205, 305, 310, 315, 340.
 2. Business Electives (3 units) at 300–400 level (excluding BUS 240, 241, 300, and 316; CONN 387, 390, and 478).
 3. 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, 439, 476, 478, 482, 485, and 480.

Notes on the Major (Business Administration)

1. Courses used to satisfy the senior research seminar requirement may not also be used to satisfy university core requirements.
2. Only courses for which the student has received a C– or better 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. All business majors must select and meet with a Business faculty advisor.
6. Transfer students choosing to major in the School of Business and Leadership consult with the Registrar to determine transferability of business courses completed elsewhere. The SBL Director may be consulted for additional input.
7. Students planning to pursue a graduate degree in business, such as an MBA, are encouraged to take Calculus (Math 180, 181).

Requirements for the Major in Business: Business Leadership Program (BA)

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 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.

Application to the program should be made during the senior year in high school. More information about the BLP and application forms are located at pugetsound.edu/blp. Sophomore-level admission to the BLP is possible, but contingent on space availability. Interested first-year students should contact the BLP Director during the first or second semester at Puget Sound.

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, ECON 284, PSYCH 201 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 240, 241, 300 and 316; CONN 387, 390, and 478); and a Senior Research Seminar.
 - Courses used to satisfy the business elective and senior research seminar requirements may not also be used to satisfy university core requirements.
 - Students must complete the foundational courses and have senior standing before taking the Senior Research Seminar. Courses approved: BUS 432, 439, 476, 478, 482, 480, and 485.
5. Business Leadership Seminars (BUS 101, 201, 301, and 401) (no credit)
6. Internship (no credit)

Notes on the Major (Business Leadership Program)

1. Once admitted to the BLP, 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) both semesters, every year;
 - 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.
2. Courses used to satisfy the elective and senior research seminar requirements may not also be used to satisfy university core requirements.
3. A minimum of five BUS courses towards the major must be completed in residence at Puget Sound, or a waiver must be approved.

Requirements for the Minor in Business

Six units to include:

1. Economics: ECON 101.
2. Statistics: MATH 160 or 260.
3. Any four business courses (excluding BUS 240, 241, 300 and 316; 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.
4. Students minoring in Business may consult with the SBL Director for business advising.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Business (BUS)

101 Business Leadership Seminar No credit. The Business Leadership Seminar meets between 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. *Prerequisite: Admission to the Business Leadership Program. May be repeated for credit. Pass/Fail Required. Offered every semester.*

201 Business Leadership Seminar No credit. The Business Leadership Seminar meets between 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. *Prerequisite: Admission to the Business Leadership Program. May be repeated for credit. Pass/Fail Required. Offered every semester.*

205 Introduction to Accounting This required core course in Accounting is split into two parts. Part I covers the essential topics in Financial Accounting and Part II covers the essential topics in Managerial Accounting. In Financial Accounting, students examine the accounting principles and methods (GAAP) used in the preparation of the four principal financial statements, understand how transactions affect a firm's financial statements, and analyze and interpret financial

statements. In Managerial Accounting, students examine how a manager uses accounting information within his or her organization. In this part of the course, students explore how a firm determines the cost per unit of the products and services it sells; how it formulates and decides strategy based on accounting numbers; and how it plans, controls, and evaluates its operations. *Prerequisite: Sophomore standing or permission of instructor. Offered every semester.*

240 Ecopreneurship 0.25 units. The natural environment is approaching a tipping point. Bold innovations are required to prevent further degradation. Because entrepreneurship combines innovative and forward thinking with action, it provides a strong framework for addressing environmental concerns. In this course, students will learn about environmental sustainability innovations around the world. Deep reading, field trips, speakers, thinking and meaningful discussion form the basis of learning. Active participation is required. Students will explore entrepreneurial paths to improving the environment, individually or in teams. Students are encouraged to engage students outside the class in their projects. Students will present their projects and, if desired, recruit team members and advisors at the Entrepreneurship Summit's Student Fair. Students will continue to develop their entrepreneurial ventures for the Puget Sound Shark Tank event. Students are encouraged to continue to pursue their ventures beyond the class. May not be used to satisfy a requirement in the Business major or minor. *May be repeated for credit. Pass/Fail Required. Offered every year.*

241 Health Entrepreneurship 0.25 units. Health allows people to pursue productive lives, yet many do not have good health or a reasonable path to good health. Innovative thinking and entrepreneurial action can create solutions. In this course, students learn about health and its precursors, from fitness to social services to urban revitalization. They learn to think entrepreneurially to develop innovative paths to health. Students learn how business models can be used to test and develop ideas. Students learn to put their ideas into action through lean start and business planning. Students pitch their ideas to an alumni-led panel at the end of the term. May not be used to satisfy a requirement in the Business major or minor. *May be repeated for credit. Pass/Fail Required. Offered every year.*

270 The Global Business Environment This course provides students with a basic understanding of the global environment in which organizations operate. The course also aims to equip students with the research and analytical tools needed to scan and assess the global environment. The growing interconnectedness of countries, organizations and individuals present organizations with innumerable opportunities and challenges; and thus, it has become essential for students in business and other fields to have a basic understanding of the global environment and its impact on organizational activities. The course is guided by two themes: First, the course focuses on the differences and similarities of operating in developed versus developing or emerging economies. This requires an understanding of the context of countries from multiple perspectives (i.e., geographic, historical, political, economic, and sociocultural). Second, the course approaches issues from the perspective of a socially and environmentally responsible organization, challenging established views of the roles businesses play in the economic and social development of countries, and grounding the course on a multiple stakeholder perspective. The course is relevant to students interested in both for-profit and not-for-profit organizations, as its focus is on exploring the complexity and multidimensionality of the global environment to improve decision making. *Offered every year.*

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. The Business Leadership Seminar meets between 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. *Prerequisite: Admission to the Business Leadership Program. May be repeated for credit. Pass/Fail Required. Offered every semester.*

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 every semester.*

310 Principles of Marketing This is a survey course designed to provide an overview of main concepts and theories in the field of marketing. The course introduces students to marketing concepts that are fundamental to the decision-making processes of marketing management. Students have ample opportunities to apply these concepts to problem situations and projects. *Prerequisite: ECON 101 or permission of instructor. All prerequisite courses must be C- or higher. Offered every 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. *Prerequisite: BUS 205 with C- or higher. Offered every other year.*

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. *Prerequisite: BUS 205, MATH 160 or 260,*

and ECON 101. All prerequisite courses must be C- or higher. Offered every semester.

316 CFA Investment Research Challenge 0.25 activity units. 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: Permission of the instructor. Offered occasionally.*

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. *Cannot be audited. Offered every other year.*

331 Fashion Law and Public Policy This course examines legal and public policy issues arising in the fashion industry. These issues include intellectual property concerns (e.g., counterfeit, piracy), various other statutory and regulatory concerns, freedom of expression and its limits, and its negative externalities (e.g., environmental, human rights). We focus on legal categories most germane to these broad perspectives, including intellectual property law, employment law, environmental law, contracts, and constitutional law. This is a discussion-based course, requiring active student participation. Prior coursework in law or legal studies is recommended. *Offered occasionally.*

339 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. *Prerequisite: BUS 205 with a grade of C- or higher. Offered every other year.*

340 Law and Ethics in the Business Environment This course introduces students to the external constraints that society places on business activity and behavior. The most obvious are those constraints imposed by law in its various forms: case law from courts, statutory law from legislatures, and regulations from government agencies. However, in addition to these formal systems there are the informal, but extremely powerful constraints imposed by generally accepted moral beliefs and norms of ethical behavior. In this course students explore the

relationship between legal and ethical standards to critically analyze and evaluate the behavior of business owners, managers, and employees.

Prerequisite: Second year standing or above. Offered every semester.

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. *Offered occasionally.*

357 Human Resource Management for Sustainability To create a successful triple bottom-line organization (people, planet, profits), human resource management (HRM) practices that support this focus must be implemented. This course explores both traditional and transactional, as well as transformational HRM practices that address organizational talent management systems (work/job design, recruiting and staffing, training and development, performance management and appraisal, rewards and recognition, and employee health and wellbeing), leadership (development and alignment), HRM strategy, and organizational culture and work systems (organizational development, communications, innovation and engagement, knowledge management, and HR planning). *Prerequisite: BUS 305 with C- or higher, or permission of instructor. Offered every other year.*

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 as BUS/IPE 361. Prerequisite: Junior or Senior standing. Offered every other year.*

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. All prerequisite courses must be C- or higher. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

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 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), organization structures, and people necessary to execute a strategy that is internally cohesive. *Prerequisite: BUS 305, 310, and junior standing or permission of instructor. All prerequisite courses must be C- or higher. Offered every year.*

380 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. *Satisfies the Experiential Learning Core Requirement. Offered every other year.*

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 with C- or higher, or permission of instructor.*

401 Business Leadership Seminar No credit. The Business Leadership Seminar meets between 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. *Prerequisite: Admission to the Business Leadership Program. May be repeated for credit. Pass/Fail Required. Offered every semester.*

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. *Prerequisite: BUS 310 and MATH 160 with C– or higher. Offered every other year.*

407 Consumer Behavior This course is concerned with understanding the psychology of consumer behaviors by focusing on the factors that affect the consumers' pre-purchase, purchase, and post-purchase processes. An in-depth analysis of the components of the consumer decision making process is presented in order to illustrate and integrate theoretical and empirical knowledge from a variety of perspectives. Emphasis is placed upon the evaluation of the relevance of such data and the application of what is learned in the classroom to the solution of real world marketing problems. *Prerequisite: BUS 310 and MATH 160. All prerequisite courses must be C– or higher. Offered every other year.*

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 with a grade of C– or higher. Offered occasionally.*

410 Sustainable Marketing This course is designed to provide a broad range of tools and frameworks to understand how marketers can interact with sustainability issues. Students explore sustainability issues in today's marketplace and learn about marketing skills that meet sustainable market opportunities. In addition, students gain the knowledge and skills to develop a successful marketing strategy and branding approach for sustainable products, services, and companies. *Prerequisite: BUS 310 with a grade of C– or higher. Offered spring semester.*

431 Financial Markets This course introduces students to major sectors of the financial markets, 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 with C– or higher. Offered every other year.*

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. *Satisfies the senior research*

seminar requirement for business majors. Prerequisite: BUS 205, 305, 310, 315, 340, one upper-division finance or accounting elective (excluding BUS 300), and senior standing unless waived or with permission of instructor. All prerequisite courses must be C– or higher. Offered every year.

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. All prerequisite courses must be C– or higher. Offered every other year.*

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. *Prerequisite: BUS 205 and BUS 315. Prerequisite courses must be C– or higher. Offered every other year.*

439 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. This class requires a major, independent research project that requires you to research an accounting standard, understand it, investigate its economic consequences, compare the US standard with its IFRS counterpart, and learn how to make a IFRS company's financial statements comparable to those of a US GAPP company. *Prerequisite: BUS 205 with C– or higher. Offered every other year.*

440 Entrepreneurship In this highly experiential course, students learn to generate new venture ideas and evaluate their viability. Lean start-up and business planning methodologies are utilized. Students develop creative problem solving, research, analytical and presentation skills. Students deepen their understanding of entrepreneurship and build their self-efficacy through reading, writing, experimenting and job shadowing. The in-depth job shadow results in the creation of a short documentary film. *Prerequisite: BUS 205, BUS 305 and BUS 310, or permission of instructor. Prerequisite courses must be C– or higher. Offered occasionally.*

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 reflects one social issue and enacts tangible solutions to this issue through the practicum, enabling students to participate in hands-on social entrepreneurship. *Prerequisite: BUS 205 and BUS 305. All prerequisite courses must be C– or higher. Offered occasionally.*

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 with C– or higher, or permission of instructor. Offered occasionally.*

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 305 or permission of instructor. All prerequisite courses must be C– or higher. Offered every year.*

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 the instructor. All prerequisite courses must be C– or higher. Offered every other year.*

472 Business in Latin America This course introduces students to the business environments and practices of Latin America. 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 the instructor. All prerequisite courses must be C– or higher. Offered every other year.*

473 Dispute Resolution The class focuses on two primary forms of non-litigious dispute resolution: negotiation and mediation. Students learn and develop the substantive, procedural, and communication skills necessary to utilize these models ‘successfully,’ both personally and professionally. *Prerequisite: BUS 340 with C– or higher, and junior or senior standing. Offered every other year.*

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. All prerequisite courses must be C– or higher. Offered every other year.*

475 Business in Europe This course introduces students to the business environments and practices of Europe. 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 the instructor. All prerequisite courses must be C– or higher. Offered every other year.*

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. We undertake this analysis to understand the legal aspects of what is, often, the “business of sports”. We recognize, at all times, that though 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. *Satisfies the Senior Research Seminar requirement for the business majors. Prerequisite: BUS 205, BUS 305, BUS 310, BUS 315, BUS 340, and senior standing or instructor*

permission. All prerequisite courses must be C– or higher. Offered fall semester.

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. *Satisfies the Senior Research Seminar requirement for the business majors. Prerequisite: BUS 205, 305, 310, 315, 340, and senior standing or permission of instructor. All prerequisite courses must be C– or higher. Offered occasionally.*

480 Advanced Topics in International Business This course focuses on the major trends and developments shaping the field of international business (IB), thus giving students a general overview of the many challenges and opportunities facing international businesses now and in the near future. The course gives students an opportunity to explore the nature, scope, and relevance of specific topics in IB in areas to include: Digitalization and artificial intelligence, diversity, migration, sustainable development, climate change, and emerging markets. The course addresses the implications of these various topics on international entrepreneurship, talent management, global strategy, resilience and business model adaptation, and global operations and supply chains. Students are challenged to integrate knowledge they have gained from other business core courses and apply their accumulated knowledge to assess strategic and managerial responses to contemporary trends and issues in international business. *Prerequisite: BUS 305, 310, 270, 370, and Senior Standing, or permission of instructor. All prerequisite courses must be C– or higher. Offered every year.*

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. *Satisfies the Senior Research Seminar requirement for the business majors. Prerequisite: BUS 205, BUS 305, BUS 310, BUS 315, BUS 340, and senior standing; or permission of instructor. All prerequisite courses must be C– or higher. Satisfies the Experiential Learning Core Requirement. Offered every year.*

485 Business Leadership and the Liberal Arts This is a senior research course in leadership that builds upon the foundational course, “BUS 385 Paradigms of Leadership.” 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. *Satisfies the Senior Research Seminar requirement for the business majors. Prerequisite: BUS 385 and senior standing or permission of instructor. All prerequisite courses must be C– or higher. Offered spring semester.*

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. Multiple sections of BUS 493, covering different topics, may be applied to the major. Contact the School of Business and Leadership Director or a Business advisor to learn which special topics courses fulfill which requirements. *May be repeated for credit.*

495 Independent Study Variable credit up to 1.00 unit. 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: Junior or senior standing with a minimum 3.0 GPA. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. Research under the close supervision of a faculty member on a topic agreed upon. Application and proposal to be submitted to the department chair and faculty research advisor. Recommended for majors prior to the senior research semester. *Prerequisite: Junior or senior standing with a minimum 3.0 GPA. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. 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 instructor and the CES internship coordinator. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

CHEMISTRY AND BIOCHEMISTRY

Natural Scientific and Mathematical Perspectives Division

Professor

Luc Boisvert
Daniel Burgard
Johanna Crane
Jeffrey Grinstead
Amanda Mifflin, Chair
Steven Neshyba
Eric Scharrer

Associate Professor

Megan Gessel
Assistant Professor
Emily Tollefson

Visiting Assistant Professor

Dorothy Huang

About the Department

The Chemistry and Biochemistry 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 degree in chemistry or biochemistry 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 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.

Requirements for the Major

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.

Requirements for the Major in Chemistry (BA)

PHYS 121, 122;
MATH 180, 181, 280;
CHEM 115, 230; or CHEM 110, 120, 231;
CHEM 250, 251, 340, 341, 420;
One-half unit Chemistry elective at the 300 or 400 level;
Participation in CHEM 493, Seminar.

Requirements for the Major in Chemistry (BS)

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

Requirements for the Major in Biochemistry (BS)

PHYS 121, 122
MATH 180, 181, 280
CHEM 115, 230; or CHEM 110, 120, 231;
CHEM 250, 251, 340, 460, 461;
BIO 111, 212, 213;
One of CHEM 330, 341 or 420;
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 in Chemistry

CHEM 115, 230; or CHEM 110, 120, 231;
CHEM 250;
Two units of Chemistry electives numbered 251 or above.

Notes for the major and minor

- a. The student must earn a grade of C or higher in all courses for the major or minor.
- b. 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) Biochemistry majors should include CHEM 490. Please consult with a faculty member in the department and have their plan for certification approved in advance by the Chemistry Department Chair.
- c. The Chemistry and Biochemistry Department reserves the right to determine a time limit, on an individual basis, for the acceptability of courses into a major or minor program.
- d. Majors in Biochemistry are encouraged to participate in undergraduate research in the Chemistry or Biology Departments.
- e. Biochemistry majors may not earn additional majors in Chemistry or in Molecular and Cellular Biology.
- f. 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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Chemistry (CHEM)

105 Chemistry in a Changing Climate In this introductory chemistry course, students learn and apply fundamental chemical modes of analysis to challenges presented by a changing climate. Modes of analysis include acid/base and buffer chemistry, oxidation/reduction reactions and the thermodynamics of combustion, principles underlying electrochemistry, and spectroscopy relevant to the greenhouse effect and photochemical reactions. *Credit will not be granted to students who have received credit for another chemistry course equivalent to any course numbered CHEM 110 or higher. Offered spring semester.*

110 General Chemistry I The first course in the general chemistry sequence. The topics include the discovery of the atom, the molecular basis for chemical behavior, gasses, and an introduction to thermodynamics. *Credit will not be granted to students who have received credit for CHEM 115. Offered fall semester.*

115 Integrated Chemical Principles and Analytical Chemistry An accelerated general chemistry track designed for well-prepared students. Topics include nuclear chemistry, atomic structure, stoichiometry, bonding, intermolecular forces and phase changes, reactions, gases, inorganic chemistry, thermochemistry, thermodynamics, and kinetics. *Prerequisite: Successful completion of a rigorous high school chemistry program in the junior or senior year. Credit for CHEM 115 will not be granted to students who have received credit for CHEM 110. Offered occasionally.*

120 General Chemistry II The second course in the general chemistry sequence. Topics build on those introduced in CHEM 110, including more complex organic and inorganic structures, kinetics, equilibrium, acid and bases, and electrochemistry. *Prerequisite: CHEM 110. Credit for CHEM 120 will not be granted to students who have received credit for CHEM 230. Offered spring semester.*

230 Integrated Chemical Principles and Analytical Chemistry An accelerated second semester general chemistry course. Topics emphasize quantitative chemical analysis, the use of standards, kinetics, advanced equilibria, acids and bases, buffers, electrochemistry, and separation techniques. *Prerequisite: CHEM 115 or permission of instructor. Credit for CHEM 230 will not be granted to students who have received credit for CHEM 120 or 231. Offered occasionally.*

231 Analytic Methods 0.50 units. 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. *Prerequisite: CHEM 120 or permission of instructor. Credit will not be granted to students who have completed CHEM 230. Offered spring semester.*

250 Organic Chemistry I This course covers 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. 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. Offered fall semester.*

251 Organic Chemistry II This course is a continuation of the material covered in CHEM 250. The emphasis is on reaction mechanisms and on organic synthesis. The laboratory portion of the course allows students to gain significant experience in important synthetic skills and instrumental characterization techniques, and offers an opportunity to conduct original research. *Prerequisite: CHEM 250. Offered spring semester.*

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.*

324 Nanochemistry This course will introduce students to a wide array of concepts in the interdisciplinary field of nanochemistry. It will begin with an in-depth look at the fundamentals of doing chemistry on small surfaces and how and why nanoscale materials differ greatly in properties from their bulk counterparts. The course will then examine the tools chemists use to characterize and analyze nanomaterials, followed by a survey of the synthesis and application of a variety of nanomaterials, from metal nanoparticles to carbon nanotubes. The course will culminate in two special topic sections, the nano-bio interface, which will look at nanomedicine and how nanomaterials interact in biological systems, and nanochemistry and the environment, which will examine how nanochemistry can lead to green energy solutions but will also probe the potential negative environmental impacts and implications. *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 semester.*

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 is given to sampling, quality assurance, spectroscopic measurements and chromatographic separations with mass spectral determination. This course builds on the analysis techniques presented in the prerequisite courses and applies them to the specific challenges when dealing with complex environmental systems. This course has 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 has field trips to local and state laboratories and environmental facilities. Prerequisite: CHEM 230 or 231, and 250. Offered occasionally.*

338 Biochemical Analysis 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 complementary 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 semester.*

341 Physical Chemistry II Introduction to quantum mechanics with applications to molecular spectroscopy. Statistical thermodynamics linking 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 semester.*

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.*

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 Intermolecular interactions drive the function of all biological processes, and protein interactions often are the focus of drug discovery and development efforts. This course explores the interactions of biological macromolecules such as proteins, beginning with fundamental chemical concepts underlying these non-covalent interactions. The course also explores examples of important drug target protein structures, and molecular docking tools for making predictions about the binding of drug-like molecular inhibitors. The

second part of the course explores literature topics and student projects utilizing protein structure tools. *Prerequisite: CHEM 250 or permission of instructor. Offered occasionally.*

390 Directed Research *Variable credit up to 1.00 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. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

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 or MATH 280, CHEM 230 or 231, CHEM 340, PHYS 122. Offered spring semester.*

460 Physical Biochemistry This course applies concepts of physical chemistry to the study of biological processes. The topics covered include protein and nucleic structure and stability, thermodynamics of protein folding, enzyme kinetics and instrumental techniques such as x-ray crystallography, NMR and mass spectrometry. *Prerequisite: CHEM 230 or 231, CHEM 251, and permission of the instructor. Offered fall semester.*

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 and BIOL 361 redundant. Offered spring semester.*

465 Chemical Biology This course explores how modern chemical and biochemical strategies are used to interrogate and manipulate biological systems. The course will focus on selected, recent developments in the field as described in review articles and the primary literature. Themes include modifying and expanding the genetic code, screening and selection of chemical and biological libraries, directed evolution and rational design in the production of new protein activities, molecular imaging and probes for spatial and temporal localization of biological activity, modification of biological systems to produce new products or new activities, and design and use of novel molecular effectors of biological systems. In addition to examining the science of chemical biology, the course will also explore the commercialization of chemical biology and the background and influence of key individuals involved in developing this hybrid discipline. The course will emphasize process, with students directly engaging with primary sources, collaboratively analyzing and discussing information obtained from those sources, selecting and investigating topics in chemical biology that interest them, presenting the results of their investigations to their peers, and reflecting upon the scientific, commercial, and social impacts of modern chemical biology. *Cross-listed as BIOL/CHEM 465. Prerequisite: CHEM 251 and either BIOL 212 or 213. Instructor permission required. Cannot be audited. Offered occasionally.*

490 Senior Research Thesis Variable credit up to 1.00 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. *Prerequisite: Senior standing, although students at all levels are considered individually; a research contract must be completed prior to registration. May be repeated for credit up to 1.00 unit. Cannot be audited. Cannot be taken Credit/No Credit.*

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. *Pass/Fail Required.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *Prerequisite: Junior or senior standing, 2.5 GPA, ability to complete 120 hours at internship site, approval of the CES internship coordinator, and completion of learning agreement. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

CHINESE

Associate Professor

Mengjun Li, Asian Studies

Instructor

Lo Sun Perry,

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

COMMUNICATION STUDIES

Social Scientific and Historical Perspectives Division

Professor

Nicholas Brody, Chair
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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/Strategic 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 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.

Requirements for the Major in Communication Studies (BA)

7. One unit selected from COMM class numbered 150-199;
 1. COMM 230 and 240;
 2. One unit selected from COMM 343, 344, or 373;
 3. One unit selected from COMM 330 or 331;
 4. Five elective units selected and approved through advising from COMM, 291, 299, 308, 321, 322, 346, 347, 348, 350, 351, 352, 353, 360, 361, 368, 370, 372, 381, 383, 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.
5. 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:

1. COMM 230 and 240;
2. Three additional elective units from the 100-, 200-, or 300-level courses (at least two of which are 300-level courses).
3. Theory (343, 344, 373) and Methods (330, 331) courses can also count as elective units.
4. A single unit of COMM 150-190 elective can count toward the minor if completed in the freshman or sophomore year.
5. Students who have not completed COMM 150-190 by the beginning of their junior year should start the minor with either COMM 230 or 240

Notes for the major and minor

- a. 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.
- b. 400-level courses are for majors only.
- c. 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.
- d. Students may apply no more than one course to both core and Communication Studies minor requirements.
- e. Students may apply up to two approved courses of study abroad credit toward their Communication Studies major.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Communication Studies (COMM)

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. *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, inter-organizational relationships, culture, conflict, race, gender, technology, and globalization. Throughout the course, theory will be applied to examples from a range of organizations including for-profit, government, educational institutions, civil sector, and virtual organizations. *Prerequisite: First year or sophomore standing or permission of instructor. Offered frequently.*

170 Introduction to Media Studies 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's role in democracy), media texts and genres (questions of media's form), and media and identity (questions of representation). The course transitions from this overview into specific analysis of media texts. *Prerequisite: First year or sophomore standing or permission of instructor. 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. This 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. *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. *Prerequisite: First year or sophomore standing or permission of instructor. Offered every other year.*

181 Introduction to Online Communication This course provides an introduction to the fields of human communication and technology, computer-mediated communication, and internet studies as they exist within the discipline of Communication Studies. The course covers a broad range of theories and applies them to the modern use of existing technologies and newer media in an effort to uncover how these

technological systems affect today's communication climate. Specific areas may include the following: online impression formation and self-presentation, mobile communication, personal relationships, political communication, language use and memes, online celebrity, and harassment and cyberbullying. Students will be introduced to social science research, scholarly argument, and empirical observation. *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. *Prerequisite: First year or sophomore standing or permission of instructor. Offered frequently.*

192 Thinking on Your Feet: Extemporaneous Speaking 0.25 activity units. The purpose of this course is to provide an opportunity for students who are true novices, either by lack of prior experience or due to communication anxiety, to gain skills in public speaking that will be needed for their success at and beyond Puget Sound. Class sessions will include instruction and practice; additional time will be required for rehearsal and feedback with Peer Speech Consultants in the Center for Speech and Effective Advocacy. Course topics include: managing communication anxiety, basic speech structure, using speaker notes productively, effective speech delivery, impromptu speaking, extemporaneous speaking, managing questions and answers, being a supportive audience member. *Pass/Fail Required.*

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 science tradition. *Prerequisite: One unit selected from COMM 150–COMM 199; may be taken concurrently.*

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–COMM 199; may be taken concurrently. Offered every semester.

292 Intercollegiate Debate 0.25 activity units. Participating in intercollegiate forensics. *May be repeated for credit. Satisfies the Experiential Learning Core Requirement. Offered frequently.*

299 Supervised Research Variable credit up to 0.50 units.

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. *Prerequisite: One course selected from COMM 150–COMM 199; completion or concurrent enrollment in COMM 240 and COMM 330 or COMM 331. May be repeated for credit up to 1.00 unit.*

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. *Offered frequently.*

321 Film Criticism This is a critical writing course which focuses on how popular film narratives (independent and mainstream) function in American culture. Students study visual and narrative composition of film, the politics of film aesthetics and production, and the competing rhetorics of American film directors and genres. The discussion of each film is contextualized through attention to visual and narrative construction of gender, race, ethnicity, nationality, sexuality, and social class. Course materials include readings and videostreamed films. Additionally, students select a film of their own choosing for intense study. Not appropriate for first year students. *Prerequisite: COMM 240 or permission of instructor. 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 feminisms in television, television genres, and television and race. *Prerequisite: Completion of or concurrent enrollment in COMM 240 or 373; or permission of instructor.*

330 Quantitative Research Methods The main goal of this 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 hypotheses based on scientific literature and 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 with COMM 230, 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 with COMM 230 or 330; 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*. Primarily, the course covers theories of the public sphere, the body, visual argument, feminist argumentation, collective memory, and critical approaches to argumentation. *Prerequisite:* COMM 240 or permission of instructor. Offered occasionally.

344 Rhetorical Theory An advanced course that examines the evolution of rhetorical theory during the past twenty-five hundred years and the cultural forces that have given rise to variations in the classical paradigm. Students of the language arts, classics, philosophy, as well as communication, should find the course a useful cognate in their academic programs. *Prerequisite:* Completion of, or concurrent enrollment in, COMM 240; or permission of instructor. 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. *Prerequisite:* COMM 240 recommended. Offered occasionally.

347 Public Discourse 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. African American 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). *Prerequisite:* Previous work in rhetorical studies (COMM 240, COMM 343 or COMM 344) recommended. Offered occasionally.

348 Political Communication This course examines the historical development of "the rhetorical presidency," the genres of presidential and judicial discourse, the argumentative dynamics of legal interpretation (how people argue about the meaning of texts), and the process of policy deliberation in the legislative branch. The course also explores the idea that political communication constructs or constitutes 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. *Prerequisite:* COMM 240 or permission of instructor. 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, or permission of instructor. 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. *Prerequisite: Completion of or concurrent enrollment in COMM 230, or permission of instructor. Offered occasionally.*

352 Health Communication Campaigns Health communication campaigns are coordinated, large-scale efforts to promote health and reduce health risks. Campaigns are traditionally rooted in 1) persuasive approaches which focus on altering attitudes, beliefs, and behaviors and 2) communicative approaches that evaluate multiple levels of communication, different channels, and diverse communication technologies. This course introduces the historical perspectives of health campaigns, provides insights into various theories which inform campaign work, and reviews the methodological considerations of researching, implementing, and evaluating health campaigns. In this course students explore the design and analysis of health campaigns blending theory, practice and methods to critique past, present, and future campaigns. This course stresses practical application as students develop a hypothetical health campaign by which they come to fully understand the ways that campaigns are planned, organized, executed, and evaluated. This course covers a wide range of theories and topics on health campaigns including but not limited to: Agenda Setting, Agenda Building, Uses and Effects, Cultivation, Parasocial Interaction, Edu-tainment, Social Marketing, Diffusion of Innovations, Health Belief Model, Social Norms, Stages of Change, and Knowledge Gap. Applies to the Bioethics (BIOE) program. *Prerequisite: Completion of or concurrent enrollment in COMM 230, or permission of instructor. Offered occasionally.*

353 Health Communication This course will survey a number of topics relevant to the institutional settings of medicine (e.g. patient-provider interaction, health care team interactions), intercultural factors that influence health care (e.g., divergent needs, preferences, and access based on culture), the interpersonal ramifications of illness (e.g. coping, social support), and societal concerns regarding health and healthcare delivery (e.g., health insurance system, technological influence in healthcare, crises communication). Students will have an opportunity to explore and better understand the role communication plays in healthcare delivery, health promotion, disease prevention, environmental and risk communication, media and mass communication, and technology. *Prerequisite: Completion of or concurrent enrollment in COMM 230 is recommended. Cannot be audited.*

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 or senior standing or permission of instructor. 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. *Prerequisite: Completion of or concurrent enrollment in COMM 230, or permission of instructor. Contributes to satisfying the Knowledge, Identity, and Power Core 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. *Prerequisite: Permission of the instructor. 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 as AFAM/COMM 370. Prerequisite: Permission of the instructor. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered frequently.*

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 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. Prerequisite: COMM 240 or permission of instructor. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. 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 or permission of instructor. COMM 321, COMM 322, COMM 343, or COMM 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 with COMM 230 or 330; or permission of instructor. Offered frequently.*

383 Lying and Deception Deception occurs in communication behavior across species, and lying (i.e., intentional deception) is a pervasive phenomenon in human communication. This course explores the many varieties of deceptive verbal and nonverbal behaviors as well as their motives and consequences, and provides an overview of the research into deception as it has occurred in the field of Communication. Research into deception in a variety of contexts is explored, including but not limited to interpersonal and romantic relationships, online interactions, politics, advertising, journalism and media, and security/policing. Other topics may include the language of deception, cultural norms regarding deception, and deception across species. *Prerequisite: Completion of or concurrent enrollment in COMM 230, or permission of instructor. Offered occasionally.*

384 Topics in Communication Upper level courses in various areas of the communication discipline. Course content varies with each offering. *Prerequisite: Completion of or concurrent enrollment in COMM 230 or 240 (based on course approach) or permission of instructor. May be repeated for credit. Offered occasionally.*

399 Supervised Research Variable credit up to 0.50 units. 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. *Prerequisite: COMM 230 and 240 or permission of instructor. May be repeated for credit up to 1.00 unit.*

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. *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 244 and the conceptual issues introduced in COMM 344. Its purpose is to examine exemplary forms of scholarly inquiry in rhetorical studies in order to better prepare students to engage in independent and creative scholarly inquiry. *Prerequisite: 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: COMM 230 and 330 or 331; Communication Studies major; 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 and 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. This course balances an in-depth examination of several classic studies in the field of relational communication with close readings of cutting-edge research published in the past five to ten years. Each week, students read articles that consider topics in both online and offline contexts. Students demonstrate mastery of material from each of their previous communication classes—particularly their courses in social scientific methods and theory—to enter into the scholarly conversation surrounding the examination of communication in relationships. *Prerequisite: COMM 230 and 330 or 331. Communication studies major or permission of instructor. Offered occasionally.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or Senior class standing. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or Senior class standing. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *Prerequisite: Approval of tutorial instructor and the internship coordinator. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

COMPUTER SCIENCE

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

CONNECTIONS 100-LEVEL

Undergraduate Core Requirement

About the Core Requirement

As one of two foundational seminars in the Sound Connections curriculum, the Connections 100-level seminar welcomes students to the academic community at Puget Sound by integrating the introduction to the liberal arts with the development of skills for lifelong learning in diverse communities. A complete description of this requirement can be found in the “Undergraduate Programs and Degrees” section of this *Bulletin*.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit.

Connections 100-level (CONN)

CONN 109 Doodling, Brainstorming & Calligraphy This course provides freshman students with a playground to explore their most interested topics through two gatherings per week. The course is designed for students to define their individuality in the history of civilizations through doodling, brainstorming & calligraphy, both individually and collaboratively. The entire doodling and beautiful writing process will be executed in three sections to show all participants’ individual learning outcome through teamwork. The outcome of each section in a digital file will be shown on the Department of Art and Art History (AAH) TV Screen in the Kittredge Atrium and the final class project will be exhibited in the Kittredge Hallway Gallery. In so doing, students during their first semester will exercise their brain power to make connections in a liberal arts curriculum at Puget Sound and beyond. *Satisfies the Connections 100 Level Core Requirement.*

CONN 110 Edible Identity: American Chinese Foodways Some believe that there are more Chinese restaurants in the U.S. than McDonald’s, Burger King, KFC, and Wendy’s combined. Many of the Chinese dishes most known to Americans, however, are not Chinese. What is Chinese food? Are Kung Pao dishes more “authentically” Chinese than chop suey? Why did this immigrant cuisine become so popular in the U.S.? This course explores American Chinese foodways as a form of cultural exchange, a chapter in American history, and a marker of Chinese-American identity, in the context of transnational interactions. Drawing on materials such as book chapters, academic essays, newspaper and magazine articles, films, Internet videos, as well as personal photographs of food and restaurants, the course examines the subject of foodways from the perspectives of Asian-American studies, food studies, gender studies, sociology, anthropology, and film and literature. Through the semester, students will have opportunities to taste and make Chinese food in and outside of the classroom, and work together on building a website about local Chinese restaurants in and around Tacoma. *Satisfies the Connections 100 Level Core Requirement.*

CONN 111 Fatal Consequences: Examining Women Who Kill This course examines visual, film, and literary representations of pairs or communities of women who commit murder in response to exploitation, discrimination, social marginalization, threat of military occupation,

ethnic erasure, or sexual and gender-based violence. The case studies are drawn from biblical Bethulia, 17th century Italy, 20th century Hungary, and 21st century India, and explore female identity in patriarchal societies, and the interrelation of female violence and the forging of female communities. The course makes use of a range of disciplinary perspectives (art historical, visual cultural, historical, literary, sociological) in combination with feminist and gender studies approaches. It offers an opportunity to examine the formation of complex, intersectional identities, and the processes that lead to the forging of alliances and communities through the lenses of different disciplines and methodological approaches. Through focused interrogation of the theme of female killers, the course invites students to the academic conversation, offers an introduction to 'liberal arts thinking,' and cultivates skills necessary for academic success and lifelong learning. *Satisfies the Connections 100 Level Core Requirement.*

CONN 112 An All Encompassing Fun Fun is a vital, yet underexamined, part of community building. This course introduces students to a variety of approaches to thinking about the relationship between community and fun. Students will encounter different definitions and ways of understanding fun. They will learn about fun in cross-cultural contexts. They will think about different barriers to fun. They will reflect on what fun means to them. Then, students will design a campus-wide activity that aims to bring fun to as many community members as possible. *Satisfies the Connections 100 Level Core Requirement.*

CONN 113 All the Way Outside We are able to learn when we create space to explore and notice. But our "hustle culture" and our built environments tell us that we should spend all our time with our noses to the grindstone, where we can't explore or notice much. Research also tells us that spending time in green spaces can improve cognitive function.

In this class, students will literally and figuratively explore the outdoors on campus and around Tacoma, and learn to notice things they might miss when they are too busy "in the grind." Students will learn about how scientists, social scientists, and artists are thinking differently about the importance of equitable access to outdoor spaces. Relatedly, this class will help students learn how to create the mental spaces that help everyone do their best learning with others—in college and beyond. Students should expect to learn a lot about themselves, explore the green spaces of Tacoma, and build relationships with other students. Together, the class will share what they have learned by creating a scavenger hunt for the whole campus that will help other students take a break from the hustle and have some fun while they explore and notice the natural world.

Please note: this class is fully accessible to all students. All are welcome! *Satisfies the Connections 100 Level Core Requirement.*

CONN 116 Passport to Discovery: Study Abroad and Global Affairs What is study abroad and how can it help us understand the political, economic and social forces that shape globalization and the world we live in? This course explores the various meanings and modalities of study abroad, how to prepare to take advantage of this opportunity, and how curriculum designs connect with global affairs. In addition, we discuss the meaning and experiences of study abroad for students from other countries, and how they differ from those of Americans. Moreover, students critically examine their positionality and relationship with the host communities of study abroad programs, and with foreign students enrolled in the United States. While delving into the subject, students develop immediately applicable awareness and metacognitive skills that promote success in college. Finally, students will collaborate on a group project that explores in depth a specific study abroad

program, examining curriculum, practical and logistical aspects, as well as economic, political and cultural factors that shape the context of the program. *Satisfies the Connections 100 Level Core Requirement.*

CONN 120 From Cascadia to Arrakis: Environment, Politics and Place in Dune The novel *Dune* by Frank Herbert is widely recognized as a foundational text for modern science fiction. Less known are its origins in the Pacific Northwest, as Tacoma native Herbert sought to address issues of climate change, resistance and conflict that were unfolding around him. This course engages *Dune* through a multidisciplinary lens. Students will examine the interplay between such topics as ecology, locality, empire, and identity, tracing the narrative's origins, influence, and eventual transition to film. Through in-depth discussions, activities and projects, students will explore Arrakis' ecological intricacies, scrutinize the political and social structures of empires, and delve into nuanced explorations of identity and power. Bridging literature, politics, environmental studies and cultural analysis, the course provides a comprehensive understanding of *Dune*'s themes from their origins in our region's past, to a narrative set across multiple worlds in our distant future. *Satisfies the Connections 100 Level Core Requirement.*

CONN 121 Ethics in Practice This course engages students in conversation about ethics in everyday life, and the values and reasoning behind different ways of approaching them. Throughout the semester, students research and discuss case studies in small groups. The instructor-assigned cases may come from personal contexts (such as friendship and family), social contexts (such as speech and representation), technological contexts (such as social media and generative artificial intelligence), or professional contexts (such as medicine or business). In addition, students will complete a final project on the ethics of a case that relates to their curricular or co-curricular interests. While exploring cases of ethics in practice, students will consider different social perspectives, different academic approaches to knowledge, different career paths, and their own values and interests. *Satisfies the Connections 100 Level Core Requirement.*

CONN 122 Forward Motion: The Bicycle's Role in Social, Economic, and Political Change More than a children's toy or a means of exercise, the bicycle has had a profound impact on societies around the globe. In this course students will explore the evolution of the bicycle from early prototypes to modern tech marvels. Along the way, students will learn about bicycles' contributions to women's empowerment, their role in economic development around the world, their use in warfare, and their increasing importance in environmentally sustainable and equitable urban planning. Students will also explore how bicycles are part of the campus, Tacoma, and PNW communities they are joining. No ability to ride a bike is required! *Satisfies the Connections 100 Level Core Requirement.*

CONN 123 Health and Exercise: From Science to Society This course explores the definition of health from multiple perspectives including biology, economics, society, exercise, and nutrition. Discussions and activities will span individual experiences to the Puget Sound community and beyond via readings, self-assessment, a community-based project, and excursions around Tacoma. In addition, students will be introduced to campus resources focused on academic success, wellness, and working towards future goals. The semester-long project will have students work collaboratively on a selected topic culminating in the production of resources for the broader campus community. *Satisfies the Connections 100 Level Core Requirement.*

CONN 124 ‘The Beautiful Game’: A Sociological Exploration This Connections seminar provides an introductory and multidisciplinary examination of critical societal and global relations through the prism of soccer, which is often also referred to as ‘the beautiful game.’ As a sport, soccer has and continues to captivate the lives and imagination of billions globally. Since the invention of modern soccer, it has grown to become universal and ubiquitous across cultures and societies. Reflecting Puget Sound’s distinctive approach to the liberal arts, this seminar draws on critical contributions from the disciplines of sociology, history and political economy to examine how the beautiful game enables us to better understand the processes and systems of social organization and change at a societal as well as cross-national context. *Satisfies the Connections 100 Level Core Requirement.*

CONN 126 Born to Build Community This course focuses on building community in a variety of settings. Students study community building in a variety of contexts through academic and popular press articles, podcasts, videos and by building community on campus. In small teams, students help build community with a campus club. Questions examined include: Why do people behave in certain ways? What helps and what detracts from building meaningful community? In what ways can community enhance our lives? Students read, listen, watch, observe, interact, question, write, converse, and experiment.

Building community helps students integrate into campus life and enriches their lifetime community building skills. In the course’s progression, students also build the intellectual and personal skills for college success, from time management and goalsetting, to building curiosity and framing questions, to building interpersonal connection and resilience. In addition, the classroom community strives to be a safe and enjoyable setting to put concepts into action and build a community of scholars. *Prerequisite: Students who have received credit for SSI1 164 may not receive credit for this course. Satisfies the Connections 100 Level Core Requirement.*

CONN 127 Steeped in Knowledge: Exploring the World of Tea Across Disciplines Tea is earth’s most popular beverage. Each year, the world’s population consumes billions of kilograms of tea at meals, as an afternoon break, to welcome guests, during ceremonies and rituals, in closing business deals, and on many other occasions. Drinking tea can be a pleasure; so can studying it. This course introduces students to how scholars of politics, history, science, and culture ask questions about tea, while also offering an introduction to the university curriculum and campus life. *Satisfies the Connections 100 Level Core Requirement.*

CONN 128 Hacking Happiness: Exploring the Science of Well-Being This course explores a range of issues from the science of well-being. What does it mean to become happier? Does cultivating happiness serve as a meaningful refuge from stressful life situations or is it merely the latest capitalist fad holding individuals responsible for their own well-being, regardless of our varied circumstances and contexts? Besides considering diverse perspectives on well-being, students will learn about major evidence-based happiness habits through readings and discussions, with special attention to the ways in which our social connections and communities shape well-being. Students will also experiment with trying out some of these evidence-based practices. Activities might include nature walks in a local forest, mindfulness meditation, practicing gratitude, cultivating self-compassion, conversing with community members off-campus, and more. Students will work together to brainstorm ways to share their key insights and reflections with the wider campus community, perhaps through a series of posters or a podcast. *Satisfies the Connections 100 Level Core Requirement.*

CONN 130 What’s in the Water? Exploring Urban Creeks in Tacoma This course will explore issues concerning human impact on water and the environment in urban and suburban Tacoma. This course is a learning-by-doing class. The class will investigate systems set up in Tacoma to reduce chemicals from being released to the environment and the health of urban streams and lakes. Experiential components of the course will include visiting a local creek to observe salmon returning to spawn, investigation of Tacoma’s Green Stormwater Infrastructure, and a class project to devise and implement a plan to monitor pollutants in local creeks. *Satisfies the Connections 100 Level Core Requirement.*

CONN 133 The Undercommons: Navigating the Liberal Arts Using the text *The Undercommons: Fugitive Planning and Black Study* by Fred Moten and Stefano Harney as a foundation, this class employs the concept of a “study group” to explore ways to navigate the terrains of a liberal arts education, practice community and self-care, and make operative and empowering use of knowledge through a highly interdisciplinary approach. *Satisfies the Connections 100 Level Core Requirement.*

CONN 134 Economics in Pop Culture Economics is everywhere! Although, often we may find it hard to see. In this class, we will explore how economic concepts, present around us, manifest themselves in interesting ways in popular culture that we love. From box-office smashing movies to chart-topping songs to award winning television shows and artwork, all can serve as important avenues to help us learn and apply economic concepts that are central to our lives. You will not only explore how these works of popular culture incorporate economic concepts within them, but you will also learn about how the discipline is central to the functioning of these industries. *Satisfies the Connections 100 Level Core Requirement.*

CONN 139 The Wizard of Oz The Wizard of Oz is a classic 1939 film musical starring Judy Garland as Dorothy, a girl from Kansas who makes some unusual friends as she follows the Yellow Brick Road, defeats the Wicked Witch of the West, and learns valuable lessons about truth, home, and flying monkeys. Not only telling a great story through song, dance, and dazzling visuals, The Wizard of Oz has also provided a rich text for scholars from a rainbow of different disciplines to examine and interpret. This course uses the iconic movie as a starting place for connecting with classmates, a fertile ground for exploring the liberal arts, and an intriguing metaphor for the beginning of the college experience. *Satisfies the Connections 100 Level Core Requirement.*

CONN 148 Medical Narratives Medical Narratives explores how the experience of health, illness, and medicine is shaped by language into multiple acts of storytelling, including the complex narrative interactions between patients and health care workers, health and illness, body and mind. The course will examine accounts of how cultural and individual lived experiences provide different conceptions of health and healing and illness and disease, and what those narratives reveal about medical knowledge and authority, empathy and belief, metaphor and fact. Readings and other materials for Medical Narratives will include variety of genres, including fiction, poetry, memoir, and drama, essays and other non-fiction articles and popular medical accounts, and class materials may include a range of other media, such as podcasts, film, video, and social media. *Satisfies the Connections 100 Level Core Requirement.*

CONN 150 The Arts of Resistance This course explores how art can begin and is used by social movements and everyday forms of resistance. From movies to fashion, dance to street theater, art can

transform how we understand systems of power and ourselves. Such transformations in identity and worldviews can seed protest. Art can be used not just to mobilize people but also as a form of enacting opposition. From dancing in the streets of Iran to punk feminism in Russia to DIY fashion in the United States, we will look across space and time to understand how art, its many forms, is essential to imagining and enacting change in the world. *Satisfies the Connections 100 Level Core Requirement.*

CONN 151 Art in the Everyday How do we visualize the everyday? How does creativity contribute to our well being and sense of community and support academic and extracurricular commitments? We will look at the ways that print artists make their everyday lives and culture visible. Through student art projects, reading, reflective writing, and discussion, we will give attention to our own environments, roles, and activities. Reflecting upon our commonplace habits, and experimenting with some new ones, we will consider how pausing, attention, and creativity allow us to engage as students and humans. *Satisfies the Connections 100 Level Core Requirement.*

CONN 154 Ghost Stories This course focuses on ghost stories from different cultures and time periods with special attention to nineteenth and early twentieth-century studies of the paranormal. Our investigations will draw on diverse fields of study, such as history, literature, philosophy, physics, and religion. Along the way, we will work collaboratively to produce a podcast on ghosts and ghost hunters in history. *Satisfies the Connections 100 Level Core Requirement.*

CONN 156 Arts Activism and the Justice System This first year Connections class connects students to each other in an exploration of arts and activism and how to balance life as students and scholars interested in justice and social change. It connects students to campus programs about arts and justice, and it connects students to the community by introducing them to the work of the Freedom Education Project Puget Sound (FEPPS) and its work with incarcerated women.

At the start, the particular focus of class examples is theatre and prisons, including but not limited to: plays that depict performances by incarcerated people, plays made from the narratives of incarcerated or formerly incarcerated people, prison performance programs focused on Shakespeare, and programs that support incarcerated people to explore playwriting. As the course goes, students will have the option to explore arts activism in other mediums as they develop culminating projects and reflections. *Satisfies the Connections 100 Level Core Requirement.*

CONN 16 Mathematics and Democracy To what extent is the United States achieving the ideal of “one person, one vote,” and what role should mathematics play in democracy? In 2023, the Supreme Court ruled in *Allen v. Milligan* that Alabama’s congressional map violated the Voting Rights Act by discriminating against Black voters. The majority opinion contains numerous references to the work of a geometer. This course explores the mathematics used to quantify gerrymandering, as well as other mathematical problems that arise in democracy, such as determining proportional representation and selecting a fair and practical voting system. The course is grounded in mathematics but also draws from the perspective of political science. *Satisfies the Connections 100 Level Core Requirement.*

CONN 166 Magic and the Supernatural: From Harry Potter to Astrology From Harry Potter to Magic the Gathering to astrology—magic, witchcraft, and the supernatural are involved in our social, economic, and political histories, and influence how we think about gender, race, religion and spirituality. In this course we will investigate

supernatural beliefs in history, popular culture, sociology and psychology in the US and internationally. We will analyze what beliefs and practices about magic and the supernatural reflect about the cultures that produce them, and why they persist in the modern world. *Satisfies the Connections 100 Level Core Requirement.*

CONN 16 The Dao of Chinese Architecture “Dao” means way, or path, in Chinese. Our course will explore the “dao” as it relates to Chinese architecture. We will investigate the ways that nature, space, and power are conveyed, highlighted, and embodied in Chinese gardens, landscape architecture, temples, monuments, and imperial structures. We will construct some pre-designed model versions of a few sites, and then identify, model, create, and annotate a small-scale version of one other architectural site for display on campus. *Satisfies the Connections 100 Level Core Requirement.*

CONN 169 “Take this Job and Shove it!”: Sociology of Work through Music, Comedy, and Pop Culture Work is an activity that consumes much of our existence. Whether we love it, hate it, avoid it, struggle through it, tell others how to do it, or worry when we don’t have it, most of us will center some form of work in our lives. Work is a site for observing social power: Class, race, gender, ethnicity, disability, age, and other social dynamics intersect and condition people’s life chances beyond the workplace. It is also the focus of a great deal of music, comedy, theater, film, and art. We sing about it to cope, we write about it to make people laugh, cry, or rage, and we depict it in ways that range from fantasy to realism across artistic styles. This course will explore themes in the sociology of work by focusing on music, comedy, and other sources of popular culture concerning work and social relations. We will also draw on multiple disciplines in the liberal arts to help us understand the significance of work to human beings. Throughout, we will work collaboratively to identify music, comedy, and sources of popular culture that exemplify sociological concerns, and produce student-directed projects ranging from podcasts, and performances, to academic reviews. *Satisfies the Connections 100 Level Core Requirement.*

CONN 175 381 Days: The Montgomery Bus Boycott & Collective Negotiation This course explores the art of collective negotiation, organizing, and civil rights advocacy through a semester-long study of the 1955-1956 Montgomery Bus Boycott. The course is organized around a published documentary history of the bus strike titled *Daybreak of Freedom* by Stewart Burns, and the 2001 dramatic film “Boycott” directed by Clark Johnson and starring Jeffrey Wright and Terrence Howard. The course has three areas of focus. First, students learn the legal challenges and court opinions involved in the Montgomery Bus Boycott. Second, they examine cultural and artistic practices of the protesters including church hymns, soul food, sermons, and public speeches. Third, the class studies the politics that animate the boycott like racial integration, white separatism, Black nationalism, non-violence, and self-defense. The final assignment is a group project that explores a social problem using legal, political, and artistic analysis and expression. *Satisfies the Connections 100 Level Core Requirement.*

CONN 195 The Liberal Arts, The Mystery of Consciousness, and The Future of Knowledge This course introduces students to the values of a liberal arts education as it has been classically formulated. It contrasts the ideal of a mutually enriching relationship among its principal academic areas (humanities, creative arts, sciences, social sciences) with the current situation in higher education where these areas have become isolated and hierarchically ordered according to their perceived prestige and value to society. With this contrast in mind, we examine recent research relating to the origin and nature of

human consciousness in the fields of physics, philosophy, psychology, cognitive neuroscience, and indigenous studies, which taken together suggest ways of restoring the original aim of the liberal arts: to educate the whole person so that they may lead a life that is well-lived and richly meaningful. *Satisfies the Connections 100 Level Core Requirement.*

CONN 196 Northwest Urbanism This freshman seminar is designed for students who are interested in cities and fascinated by urban life. Our semester is devoted to the field-based exploration of three emblematic features of northwest urbanism: dead malls, waterfront promenades, and ethnic enclaves. As we explore these urban themes, students will have ample opportunities to find their footing in the scholarship, and will explore ideas via active, field-based research pertinent to the urban planning and to life in the city. Students will master a multifaceted set of research tools and will deploy those tools in multiple field-based exercises. Students will learn how scholarly and academic work can be applied in the resolution of real world problems and to various policy-making conundrums. Students will also hear from a variety of experts and practitioners at work here in the Pacific Northwest, thereby building the initial components of a professional network. Along the way, students will improve their writing skills, burnish their capabilities with photography, polish their presentation styles, and reinforce their capacities to confidently conduct independent, field-based research by carrying significant research projects to the finish line. *Satisfies the Connections 100 Level Core Requirement.*

CONNECTIONS 200–400 LEVEL

Undergraduate Core Requirement

About the Core Requirement

200-level Connections classes address a problem or topic using (a) questions and methods beyond those deployed by a single discipline; and (b) materials and assignments from at least two distinct disciplinary perspectives. Assignments largely involve sources prescribed by the instructor rather than sources students search for and identify themselves.

Students in 300–400 level Connections courses develop their understanding of the interrelationship of fields of knowledge by exploring connections and contrasts between various disciplines with respect to disciplinary methodology and subject matter.

A complete description of this requirement can be found in the “Undergraduate Programs and Degrees” section of this *Bulletin*.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit.

Connections 200–400 level (CONN and Departmental Prefixes)

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). *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

AFAM 360 The Art and Politics of the Civil Rights Era This course employs an interdisciplinary approach to explore the history and expressive culture of the civil rights era. Emphasizing what historians call the “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. *Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

AFAM 375 The Harlem Renaissance This course examines the renaissance of African American literature, music, and visual art that, for the most part, emerges from Harlem, a cultural hub in the 1920s and 1930s. The course also approaches the literature, music, and visual art, as well as the social changes in Harlem, from different disciplinary perspectives, including literary criticism, cultural history, music criticism, art criticism, and aesthetic theory. Students explore social and aesthetic debates that arose during the Harlem Renaissance and connect these to parallel debates today. Students also make connections between and among different artists and thinkers of the period, including Langston Hughes, W.E.B. Du Bois, Zora Neale Hurston, Duke Ellington, Louis Armstrong, Jean Toomer, Jessie Redmon Fauset, Wallace Thurman, Claude McKay, Sargent Johnson, Romare Bearden, Cab Calloway, Bessie Smith, and Walter White. The course invites students to make connections between literature, visual art, and music from the period and between the Harlem Renaissance and their own ideas about art and society. *Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

AFAM 401 Narratives of Race This course takes as its central object the idea of race. Race is understood as a social construct that designates relations of structural difference and disparity. How race is treated is a crucial issue in this course. It is in this question of ‘the how’ that the term narrative becomes salient. The term narrative intentionally focuses attention on the material practices through which we have come to define race as a social construct. This terminology, ‘narratives of race’

spotlights an interest in investigating the historical events and visual and verbal images employed in the linking, patterning, sequencing, and relaying our ways of knowing race and its social relations. Implicated in the construction of race is its production and deployment of the moral and intellectual values that our academic disciplines bear. In considering such values as part of the investigation, this course includes careful comparative analyses of the ways in which the disciplinary systems of ontology, epistemology, aesthetics, and politics are used in the making and remaking of the academic and social grammars of race. Thus the analysis necessarily includes an intertextualization of the several academic disciplines engaging the question of race. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

ARTH 310 Women, Gender, and Art, 1500-2000 This course investigates women as creators, patrons, and subjects of art from the sixteenth through the twentieth centuries. We will study individual histories of female artists alongside some critical theories around gender, sexuality and representation, in order to explore the gendering of artistic practice and the practices of representing gendered subjects. The course explores questions like: How does gender change our understanding of art and the meanings associated with art? Did women's artwork or commissions differ from those of men, and if so, in what ways? What were the range of meanings for woman as subject matter? What do these images tell us about women's changing positions and roles in family and society? What different positions have women adopted in relation to representing, looking and being represented? The course approaches this history chronologically and thematically, covering themes like patronage, markets, portraiture, the craft-art separation, and modernism; and in order to widen our perspective and achieve broader conclusions, we will consider case studies of women as artists, patrons, and subjects in India, China, Japan and the Ottoman Empire. Class sessions will combine short lectures with in-depth discussions of readings and images, student presentations, and film viewings/discussions. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

ASIA 305 Heroes and Rebels: Martial Arts Culture in China and Beyond Martial arts culture, an invented tradition still in the making, is a site where the cultural, political, and social intersect. At once national, diasporic, and transnational, it challenges and redefines established boundaries and collapses dualisms such as East vs. West and traditional vs. modern. It is therefore a promising entry point into discussions of cultural exchanges in the global context. From a transhistorical and cross-media perspective, this course engages multiple disciplinary approaches—including literary studies, film and media studies, history, religion, gender studies, and cultural studies—to examine the representations of martial arts culture in Chinese literature as well as in films from China and other East Asian countries. Through a close examination of 1) historical records and traditional short stories, 2) twentieth-century martial arts novels, and 3) martial arts and Kung Fu cinema, students will gain a historically informed understanding of the martial arts tradition and its cultural and political significance at different historical moments and in various locations. Students will also read selected scholarly works to enter the academic conversation on this topic. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

ASIA 340 First Encounters: Japan and Europe in the 16th Century The arrival of the first Portuguese trade ship in Japan in 1542 brought to Japan and some European countries a new and different Other that forced both sides to reevaluate their understanding of their own cultures. A wide range of texts produced during the first 100 years of that

encounter document how both sides struggled to define the new cultures they found and place them in the context of their known worlds, even as those worlds were often changed by that process. Using a multidisciplinary approach, students will examine letters, maps, reports, religious treatises, legal documents, and literary accounts produced by European traders and missionaries on the one hand, and by Japanese officials, religious scholars and chroniclers on the other, to identify the discourses that these documents constructed of the Other during this period. They will analyze which voices dominated those discourses and which were silenced, what political, economic and religious factors influenced them, and what power those discourses exerted over relations between Japan and Europe. Finally, they will read two 20th-century Japanese fictional accounts of the period and watch an American film, and examine how those earlier discourses were employed in the analysis of contemporary issues and themes. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

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 the instructor. Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

CONN 302 Literary Text Mining Literary text-mining is a decades-old field that uses quantitative methods to answer enduring literary questions about texts' meaning, significance, politics, context, and more. Text-mining methods offer researchers the chance to answer new questions at larger scales. This course introduces students to a variety of computational methods, from foundational counting methods to machine-learning. Students will investigate several literary datasets using Jupyter notebooks or Pycharm and the Python programming language. No prior experience in literary theory or Python is required; different paths through the course are available for students with significant coding experience. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CONN 309 Applied Environmental Politics and Agenda Setting

This course examines the politics underlying the societal decisions we make regarding the environment. It is more ambitious than a survey of environmental problems in the U.S. because problems do not speak for themselves. While environmental problems reflect certain empirical realities about our physical world, they come to our attention through human contests over values. Environmental problems are strategically defined, managed, promoted, and challenged by a complex array of social actors. The essential question for this course is: Why do some environmental problems rise on governmental agendas while other problems are neglected? Students in this course 1) develop enduring understandings of the politics affecting our societal environmental decisions; 2) cultivate analytical and research skills that reveal the values, incentives, and strategies of political actors affecting environmental policy; and 3) gain familiarity with a range of national and regional environmental problems. The content of this course is divided in half between the theory and application of environmental politics. The first half of the course grapples with theoretical questions central to environmental politics. It explores and critically assesses existing theoretical frameworks and concepts that attempt to explain the values that influence environmental decisions, the strategic selection and definition of the environmental problems we address as a society, and the identification of solutions to these problems. The second half of the course centers on an applied project concerning environmental politics in our region. Work on this project involves engaging environmental stakeholders and decision makers to develop a set of local case studies. *Prerequisite: PG 101. Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CONN 310 Memory, History and Identity in Contemporary Europe

How do societies shape their collective identities based on their pasts? Who gets to decide how the past is remembered and what are the roles of governments, museums, memorials and monuments in narrating it? How do societies choose to debate and reinterpret formative historical events? This course explores these questions by focusing on collective memory in contemporary Europe. The main themes of this course are memories of the Holocaust, European empires and communism that continue to shape identity, culture and politics in countries across Europe. The course draws on different disciplinary perspectives and a wide range of source materials to explore these themes. Affiliated with History. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CONN 318 Crime and Punishment The U.S. has 2.3 million people in prison with glaring racial and class disparities. Why is this? Is there something distinctive about American culture and/or politics that produces these outcomes? Are we simply a more crime-prone people or a more punitive people who impose exceptionally harsh sanctions? This class will explore changing ideas of crime and punishment in the U.S. through philosophical, historical, religious and social scientific perspectives. Students will also look at the U.S. in a comparative context, seeking to understand how different democratic political systems confront problems of crime and punishment. The class looks specifically at issues such as mental health in prison, the death penalty and restorative justice. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Language Core Requirement.*

CONN 332 Water and Wild Nature This course examines the effects of water use, dams, and habitat on salmon in the Columbia basin through multi-disciplinary perspectives including art, history, policy, and ecology. Water and Wild Nature in the Columbia Basin begins in the summer. A series of readings will prepare students for a two week summer study away component and optional one week rafting trip on the Middle Fork Salmon river. Pacific Northwest history, identity, Lower and Upper Columbia tribes’ cultural practices, climate change, and ecology will inform this course’s content. *Prerequisite: Permission of the instructor. Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CONN 335 Race and Multiculturalism in the American Context The objective of this course is to cultivate an appreciation of the intersection of a sociological and historical approach to understanding the complexity and dynamics of race relations and multiculturalism in the American context. Using scholarly resources from these two distinct disciplinary traditions, the course provides students with a comparative and critical appreciation of the development of race relations in the United States. In examining the concrete historical developments and sociological patterns in race/ethnic relations, the course enables student to develop a more nuanced and comprehensive appreciation of a multidisciplinary approach to the study of race relations and multiculturalism. Through such an integrated approach, students better recognize and understand the unfolding of relations among different racial/ethnic groups; better appreciate current conflicts; and explore the significance of ethnic membership in shaping our social world. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CONN 337 Capitalism and Culture While Americans have assorted perspectives on capitalism, many students arrive on campus with critical assessments of this socio-economic system. In this course, students will develop a significant scholarly foundation in the history of capitalism, its expansion to global dominance, and in theorists’ assessment of its impact. We’ll commence this gargantuan task with an anthropological lens attentive to how others in this world have experienced capitalism. But our journey over the semester will immerse students in philosophy, in political economy, in geography, in history, in sociology, in communications, and journalism, in activism, and in a panoply of other fields. In the final accounting, we’ll return to anthropology’s interdisciplinary lens, concerned as it is with the entire mosaic of human societies, both past and present, their many differences, and the diverse social and cultural forms still extant in the world today. Amidst that diversity, it is certainly the case that capitalism has been the most expansive and most successful socioeconomic model in human history. But amongst other outcomes, it also seems starkly detrimental to the very diversity from which it first arose. An exploration and discussion of those tensions is the crux of this course. *Prerequisite: SOAN 102. Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CONN 350 Modeling Earth’s Climate In this course, students take on the challenge of quantitative modeling of Earth’s climate. This is done by employing high-level computer programming languages (such as Python) to build original computer codes, and by learning to manipulate existing codes (such as Global Climate Models). Modeling focuses on energy, winds, and carbon flows through the atmosphere, on a global scale. Students also acquire systems thinking skills that frame the nonlinear processes inherent to climate dynamics, especially feedbacks, time delays, and the notion of stocks and flows. These skills and insights are designed to provide students quantitative grounding for addressing climate change: its drivers, predictions, consequences, and mitigation. While computer programming skills are taught from the ground up, it is expected that students possess a baseline familiarity with scientific methods and algorithmic thinking as taught in foundational (100-level) college-level courses, as well as an enthusiasm for developing quantitative computational modeling. *Prerequisite: Students must have completed 1) any college-level, laboratory-based science course, and 2) any college-level course in MATH or CSCI. Contributes to satisfying the Connections 200–400 Level 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 disassociated from one another. That disassociation 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. *Prerequisite: BIOL 101 or 111. Contributes to satisfying the Connections 200–400 Level 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. *Prerequisite: Junior or Senior standing Contributes to satisfying the Connections 200–400 Level Core 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 *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CONN 365 The Science & Practice of Mindfulness The goal of this course is to provide an in-depth, accurate understanding of mindfulness, from both an academic and experiential perspective. The history of mindfulness is examined, including its roots in Buddhism, along with the more recent integration of mindfulness practice in Western psychology. The course explores what mindfulness is, common misconceptions about mindfulness and mindfulness meditation, how mindfulness works, and also the qualities and virtues cultivated in mindfulness practice. Both through readings as well as applied practice, the course explores different forms of mindfulness meditation, from present-moment awareness in everyday life and activities, to formal sitting meditation, body awareness, walking meditation, loving-kindness meditation, and movement-based meditations including qi gong. Throughout, the course is grounded in an exploration into the science and neuroscience of mindfulness, including research evidence on the effects of mindfulness practice and mindfulness-based interventions on the brain, immune system, physiological stress reactivity, and overall physical and psychological health. Along the way, the course addresses important questions about the self and the mind, through the lenses of philosophy, psychology, and contemporary neuroscience. These questions

include: Is there such a thing as a self? Is there such a thing as a mind, which is separate from the brain? And if so, how are the mind and brain related? *Contributes to satisfying the Connections 200–400 Level 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. *Prerequisite: ARTS 101 and permission of instructor. Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CONN 372 The Gilded Age: Literary Realisms and Historical Realities This course considers the connections between literature and history in (and beyond) the American era known as the Gilded Age, 1873-1889. Reading three popular novels of the time, William Dean Howell's *The Rise of Silas Lapham*, Mark Twain's *A Connecticut Yankee in King Arthur's Court*, and L. Frank Baum's *The Wonderful Wizard of Oz*, students gain an understanding of the American Realist tradition and will discuss how these literary texts both represent and reinvent what was 'real' about the Gilded Age. To gain an understanding of social developments and concerns beyond the literary, students read speeches, essays, and excerpts from longer works, rounding out this historical contextualization with contemporary essays and film relevant to our study. Ultimately, student in the course study the interplay between literary and historical subject matter and methodology in shaping a lasting and influential myth about the emergence of American might. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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 first hand 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? *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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 multidimensional 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. *Contributes to satisfying the Connections 200–400 Level 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 170 is recommended. This course satisfies the policy elective requirement for the Environmental Policy and Decision Making program. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CONN 415 Education and the Changing Workforce This course examines the relationship between the evolving nature of work in the US 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 US. 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 US 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. Contributes to satisfying the Connections 200–400 Level Core Requirement.

CONN 480 Informed Seeing Seeing (in contrast to mere "looking") involves a learned propensity to notice (or ignore) particular aspects of what is perceived through the lenses of one's culturally filtered perspectives. Whether these perspectives are "scientific" (involving deliberate doubt and systematic inquiry), "aesthetic" (involving the enjoyment of artfully crafted illusion), or "commonsensical" (involving enormously complicated but unquestioned assumptions about the nature of "reality"), the process of "seeing" (in this more-than-visual sense) can be constantly refined, yielding even more depth of experience. In relation to these ideas, this course explores some of the similarities and differences in the way the world is seen through the perspectives of artists and art educators, cultural anthropologists, photographers, environmentalists, science fiction writers, and filmmakers. These ways of "informed seeing" are applied to selected problems and philosophical questions involving "beauty," "disruption of meaning", and "choice." While there are no prerequisites, students with some previous background in art, literature, anthropology, sociology, and /or environmental studies would be especially well prepared for this course. *Contributes to satisfying the Connections 200–400 Level 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. Contributes to satisfying the Connections 200–400 Level Core Requirement.*

ENVP 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

ENVS 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

GLAM 330 Theories of Myth This course examines classical, world, and contemporary myths, with a particular emphasis on the history of theories used to study myth. 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., GLAM 210, ENGL 344, GNDR 201, etc.). *Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

QGS 320 Queerly Scientific: Exploring the Influence of Identity on Scientific Knowledge Production This course is organized around a set of interlocking questions: Who tells the story of scientific knowledge? Through what lens? Who does the work of producing scientific knowledge? To what end? While "the sciences" are often figured as disciplines and practices that both value and produce objectivity and facts—categories imagined to exist independent of the identities of the people making scientific inquiry or serving as the object of that inquiry—this course seeks to situate scientific knowledge within the matrix of gender, race, and sexuality that is inextricable from the human experience. We ask: How would a more diverse scientific community change the lives of those working in the sciences? And how would it change science? *Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

HON 401 What is America? 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: Honors program student and completion of all other Honors core courses, or permission of Honors program director. Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

HUM 301 The Idea of the Self This course engages philosophical and literary works from the late Seventeenth to the Mid-Twentieth Century that document the emergence of the modern concept of the self. The authors considered explore such questions as, "Is the self static, determinate, and unified, or is it dynamic, ephemeral, and fragmented? Is it autonomous or culturally conditioned? Does it will its own actions, or are these determined by external circumstances? Is it innately good, or evil, or neither?" Working from literary, philosophical, historical, and psychological perspectives, the course traces how early modern thought in the West has variously represented the self, how these representations have reflected and influenced its cultural evolution, and how they remain imbedded in contemporary formulations of selfhood. Authors include Pascal, Hobbes, Bunyan, Locke, La Rochefoucauld, De Lafayette,

Franklin, Rousseau, Diderot, Hume, Blake, Coleridge, Wordsworth, Dostoevsky, Freud, Kojeve, and Girard. *Contributes to satisfying the Connections 200–400 Level 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. The course asks students to draw informed connections between the disciplines of history, art history, literary history, the history of gender, and the history of religion. *Contributes to satisfying the Connections 200–400 Level 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 project. 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

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. *Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

IPE 389 Global Struggles Over Intellectual Property This course examines a wide range of contemporary struggles over global intellectual property, especially patents, copyrights, and trademarks. Drawing upon and contrasting the disciplines of political science, economics, law, and cultural studies, the course examines how rules governing intellectual property have been established, who benefits from them, and how some people are using political power—and law-breaking—to try to achieve alternative intellectual property systems. Some specific cases that will be analyzed are struggles over generic medicines in developing countries, counterfeiting, music and software piracy, and "bio-piracy." *Contributes to satisfying the Connections 200–400 Level 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 terroir 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

LAS 399 Latin America Travel Seminar The Latin America Travel Seminar combines an on-campus semester-long class with group travel to Latin America after the completion of the semester. The instructors, themes, and travel destinations vary each time the course is offered. *Contributes to satisfying the Connections 200–400 Level 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

REL 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 perspective. Students learn to apply various ethical theories to particular issues and dilemmas, such as race-class-gender, violence, sexuality, and issues of “difference.” *Contributes to satisfying the Connections 200–400 Level Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

REL 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

STHS 318 Science and Gender This course explores the relationship between ideas about gender, science and society. Taking a comparative approach, students critically examine the history of ideas about the biological and social factors that influence gender roles and sexual preferences as well as sexual orientation and gender identity. Students consider ideas about how variation in sex and gender may have evolved through natural and sexual selection, and how human perceptions of gender feedback influence the scientific study of animals. Policy and ethical implications of scientific research on gender are also considered. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

STHS 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. *Contributes to satisfying the Connections 200–400 Level Core*

Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.

STHS 333 Evolution and Ethics The study of evolution and ethics ‘at the intersections between biology, the human sciences and philosophy’ has received a lot of attention in recent years. News stories abound that give, in sound byte form, the (often controversial) ethical implications of conclusions regarding evolutionary theory. Drawing upon historical and philosophical approaches, this course provides students with an interdisciplinary framework from which to understand and study such debates. The course examines the historical context of previous discussions regarding the implications of the theory of evolution for ethical theories, and examines modern debates regarding the normative implications that may or may not result from different interpretations of the conclusions of evolutionary biology. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

STHS 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 warfighting. 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

STHS 347 Alchemy and Chemistry: Historical Perspectives “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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

STHS 348 Strange Realities: Physics in the 20th and 21st Centuries 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

STHS 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

STHS 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

STHS 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. *Contributes to satisfying the Connections 200–400 Level Core Requirement.*

CRIME, LAW & JUSTICE STUDIES

Social Scientific and Historical Perspectives Division

Professor

Tanya Erzen, Chair (On Leave Spring 2025)

About the Program

In the Crime, Law and Justice (CLJ) Interdisciplinary minor program, students gain expertise in how crime, policing, and prisons intersect with questions of justice and structural inequality in the United States. Students examine the law and carceral systems from multiple disciplines while retaining a critical lens on these systems and institutions. The minor provides students with a background on the complex histories, policies and societal implications of crime, law and justice. By looking at practice, policy and research, students explore questions such

as: When do an individual's rights matter more than a group's rights? Is the criminal legal system just? What is the role of police in a democratic society? How has the US criminal legal system defined justice over time and in different contexts? The minor explicitly examines questions of social justice and issues such as equality, fairness, and freedom.

Students in the minor have multiple opportunities for experiential learning in joint accredited classes, research partnerships, archival and oral history research, and study halls with students in the University of Puget Sound Liberal Studies BA degree program in the Washington Correction Center for Women. The connection to the college in prison program enables main campus students to co-learn with people most directly impacted by crime, law and justice systems. The program fosters a culture of collaboration, empowerment and critical engagement between undergraduate students inside and outside the prison.

In the introductory course, students directly connect with people in the field such as judges, prosecutors, police, formerly justice-impacted people, restorative justice advocates, legislators and activists. In the introductory course, students choose an organization in the field to research in order to analyze people-centered, empirically-informed, and sustainable solutions to social problems in communities and/or institutions. The minor equips students to be leaders, professionals, and agents of change in justice-related institutions and in diverse local and global communities.

The minor consists of a set of scaffolded courses that begins with a required overview of the criminal legal system in relation to the question of justice. The next required class (there are two options) provides a theoretical and historical grounding in crime, law, and justice that includes an opportunity for experiential learning. There are three areas of electives: law, social justice, and carceral systems. Students must take classes in at least two different elective areas. Students can take EXLN 350 as one of the three electives. This class will enable them to do an internship or capstone project related to crime, law and justice in consultation with the CLJ director.

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 in Crime, Law, and Justice Studies

The minor is 5 Units

1. REQUIRED: CLJ 220 Introduction to Crime Law and Justice Studies
2. REQUIRED: CLJ 307/REL 307 Prisons, Justice, Education or
3. CLJ 370 Prisons and Public Memory. If you take both of these classes, one may count as an elective
4. Three Electives (in at least two different areas one of which may be EXLN350)

Law

- AFAM 346 African Americans and American Law
- BIOE 306 Health Law
- COMM 346 Rhetoric and the Law
- HIST 343 Law, Society and Justice in China

Critical Conversations Seminar

PG 313 American Constitutional Law
PG 315 Law and Society
PG 316 Civil Liberties
PG 333 International Law in Political Context
PHIL 378 Philosophy of Law
REL 320 Law and Religion

Social Justice

AFAM 304 Capital and Captivity: African Americans and the U.S. Economy
AFAM 320 Race, Power, and Privilege
CLJ 370 Prison Archives and Public Memories: Researching the Incarceration of Women and Girls in Washington
CONN 318 Crime and Punishment
PG 304 Race and American Politics
PG 345 Intersectionality as Theory and Method
REL 265 What is Justice?
REL 270 Religion, Activism and Social Justice
REL 307 Prisons, Gender and Education

Crime, Policing and the Carceral State

CLJ 370 Prison Archives and Public Memories: Researching the Incarceration of Women and Girls in Washington
CONN 318 Crime and Punishment
ENGL 247 Introduction to Popular Genres Topic: Detective Fiction
ENGL 358 True Crime in the U.S.
PG 311 Politics of Detention: Criminal Justice, Immigration, and the War on Terror
PG 330 Peace, Justice, and Reconciliation in Latin America
PHIL 370 Social and Political Philosophy
REL 307 Prisons, Gender and Education
SOAN 206 Theories of Deviance and Social Control
SOAN 314 Criminology
STHS 354 Murder and Mayhem under the Microscope

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Crime, Law, & Justice Studies (CLJ)

220 Introduction to Crime, Law and Justice The class serves as an introduction to the Crime, Law and Justice Studies minor through an interdisciplinary approach. The course uses approaches from history, sociology, ethnography, critical theory and literature to examine the sequence of events that occur in the criminal legal system to address the following questions and topics: Is our system just? What is crime, and what are some theories that claim to explain “criminality”? How did the US criminal legal process and procedures emerge, and how do they function today? What is the history of policing and the police, and what are current issues that shape policing today? What happens once a person is caught up in the criminal legal process, and what role do judges, prosecutors, defense attorneys and forensics play in that process? In the small percentage of cases that proceed to trial, what happens, and what are the options for the person? What happens after, and do prisons administer just punishment? What about after prison? The driving question of the course is what it means to have and create a just system and for whom, and how does race, gender, sexuality

and other categories of identity shape how a person experiences this sequence of often inevitable events. To understand complex issues like Crime, Law and Justice, we will use numerous case studies and stories such as Kalief Browder, a 16-year who spent years in Rikers Island Prison without a conviction, and whose case spurred the movement to close Rikers. We look at how judges and prosecutors make decisions in a Cleveland Courthouse, how one man experienced the death penalty, and read short stories that imagine societies with different ways of administering justice. *This class will have multiple class visits including a Juvenile Prison superintendent, a police officer, people who have been in prison, a lawyer with the Clemency project and others. Offered every year.*

370 Prison Archives and Public Memories: Researching the Incarceration of Women and Girls in Washington This course uses the archival documents in the Washington State Archives to understand and document the histories of the incarceration of women, girls, trans and gender-non-binary people in WA state. Students work collaboratively with students in the FEPPS program in the prison to co-create an online history of incarceration for women and girls on StoryMapJS. Students gain an interdisciplinary and participatory approach to archival research, scholarly editing, and the praxis of recovery and public memory. The course exposes students to practical research methodologies and theoretical debates about archives; the history of incarceration; and how the archives connect to contemporary policy and issues for women in prison such as shackling, parenting, solitary confinement, education and other issues. Students think through the archival material with those most impacted by these issues by meeting with FEPPS students in the prison and alum of the program. The class will pay close attention to intersectionality, examining the fact that women of color and poor women are disproportionately likely to be incarcerated. Women’s imprisonment exacerbates women’s economic marginality, and women in prison struggle to receive meaningful job training and education. The course usually includes at least one visit to the archives to see the documents in person. *Prerequisite: CLJ 220. Satisfies the Experiential Learning Core Requirement. Cannot be audited. Offered spring semester.*

CRITICAL CONVERSATIONS SEMINAR

Undergraduate Core Requirement

About the Core Requirement

As one of two foundational seminars in the Sound Connections Curriculum, the Critical Conversations Seminar addresses student abilities to compose, contextualize and collaborate through speaking and writing. A complete description of this requirement can be found in the “Undergraduate Programs and Degrees” section of this *Bulletin*.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit.

Critical Conversations Seminar (CCS) This core requirement was first passed for the 2024-25 academic year. At the time of the *Bulletin*’s publication, no courses have been approved for the Critical Conversations Seminar requirement. These courses will appear in MyPugetSound as they are approved.

ECONOMICS

Social Scientific and Historical Perspectives Division

Professor

Garrett Milam

Matthew Warning (On Leave Fall 2024)

Associate Professor

Lea Fortmann

Andrew Monaco, Chair

Isha Rajbhandari

Assistant Professor

Yoonseon Han (On Leave Spring 2025)

Visiting Assistant Professor

Elizabeth 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 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.

Requirements for the Major in Economics (BA)

Completion of a minimum of nine units to include

1. ECON 101, 102, 284, 301, 302, and 411;
2. Three economics electives at the 200-level or above, at least one of which must be 300-level or above. BUS 431, BUS 432, or BUS 435 may be counted as one of the three electives;
3. MATH 160 or 260 (or an equivalent statistical methods course with approval of the Economics Department).
4. MATH 170, 180, 181, or 280.

Requirements for the Major in Economics (BS)

Completion of a minimum of nine units, to include

1. ECON 101, 102, 284, 301, 302, 391, and 411;
2. Two economics electives at the 200-level or above, at least one of which must be 300-level or above. BUS 431, BUS 432, or BUS 435 may be counted as one of the two electives;
3. MATH 160 or 260 (or an equivalent statistical methods course with approval of the Economics Department).
4. Calculus through multivariate, MATH 280.

Requirements for the Minor in Economics

Completion of five units to include:

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

Notes for the major and minor

- a. With prior approval from the Economics Department, one unit of ECON 495/496 may be counted toward the electives.
- b. Only courses for which the student has received a C– or better can count for the major or minor.
- c. The economics department reserves the option of not applying courses more than 6 years old to a major or minor.
- d. Students who study abroad may apply two approved electives toward their Economics major.
- e. 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.
- f. 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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Economics (ECON)

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. *Credit will not be granted to students who have received credit for ECON 170.*

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. Credit will not be granted to students who have received credit for ECON 170. Offered every semester.*

198 Economics of Power and Inequality 0.25 units. Economics of Power and Inequality is a 0.25 unit student-led reading and discussion course open to economics majors/minors as well as students of other social science disciplines. The course surveys the power hierarchies and issues of inequality that are a part of the relationship between people and economic structures in the U.S. context and broadens learning to other countries as often as possible. Weekly meetings are required to promote attentive learning and reflection. Students delve into topics across subdisciplines in economics and political economy; as such they should complete ECON 101 prior to or concurrently with this course, or receive permission of the instructor to enroll. *Prerequisite: ECON 101 or permission of instructor. Pass/Fail Required.*

199 Sound Economics 0.25 activity units. 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, workshoping writing skills, and the promotion and management of Sound Economics itself. *Prerequisite: ECON 101 and 102. May be repeated for credit. Pass/Fail Required. Offered every 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.*

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. Offered every 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. *Offered frequently.*

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. Offered every other year.*

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. Offered every other year.*

244 Gender, Race, and the Economy This course is an analysis of gender and race inequality, using the theoretical and empirical tools of economics. Topics include work and family issues, the labor market, occupational segregation, and discrimination. The students gain an understanding of what the market economy can and cannot do, its differing gender and racial impact, and how economic policy can lead to greater equality. *Prerequisite: ECON 101. Offered occasionally.*

261 Market Effects of Public Policy: A Comparative Analysis This course combines Economic and IPE approaches to understand and compare different governments' choices to influence markets and how those choices affect incentives and the behavior of economic agents (consumers, suppliers, laborers, employers, policymakers, etc.) in markets which are "misbehaving". In one way or the other, the markets considered in this class do not meet the economic goals of efficiency, equity, stability, or growth, requiring government action. This action, however, often creates distortions of its own. By considering nations' differing approaches to common problems, the successes and failures of government policy can be evaluated. The purpose of this course is to identify the need for market intervention, apply and evaluate policies which seek to achieve national goals, and identify optimal government action in the context of both economic, political, and cultural realities. Policy areas considered include healthcare, environmental protection,

education, taxation, and equity. *Cross-listed as ECON/IPE 261.*

Prerequisite: ECON 101. Offered every year.

268 Development Economics In this course, students learn tools for analyzing critical issues in global development. Students work with 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 from Mexico to identify the effect of central government policies on poverty and inequality to examining how market failures and unremunerated household labor lead to underinvestment in the education of girls and women. The course draws heavily from 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. *Prerequisite: ECON 101. Offered spring semester.*

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. Offered every year.*

271 International Economics The objective of this course is to explore the many ways that countries interact and explores some of today's most pressing international economic policy issues, such as the return to protectionism, currency manipulation, and trade deficits. In particular, the course explores the question of whether countries should be more open or less open to trade, the impact of protectionist policies on producers and consumers, understanding the foreign exchange market and how foreign exchange rates are determined, and the interconnection between trade and capital flows. *Prerequisite: ECON 101. Offered every year.*

275 Poverty, Inequality, and Public Policy This is a course dedicated to an in-depth study of poverty and inequality in the United States. It covers the measurement of poverty and inequality, trends over time, the underlying causes and resultant consequences of poverty and inequality. We will then consider how our views of the poor shape public policy. Our examination will include theories of the culture of poverty, social stratification and discrimination, concentrated poverty and the underclass, economic and family structure drivers as well as institutional causes of poverty such as education and incarceration. The class draws together some of the most influential research, as well as more up-to-date articles and data that have influenced the evolution of social policies in the United States. This class is intended to offer students the opportunity to apply economic and empirical skills learned in their previous introductory economics courses. While the course primarily focuses on the economics of poverty and inequality and utilizes a significant amount of statistical and quantitative analysis, we will cover this terrain from many vantage points: historical, political, philosophical, sociological, and anthropological. *Prerequisite: ECON 101. Offered occasionally.*

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 every 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 every 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; MATH 170, 180, 181, or 280; or permission of the instructor. Offered every 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 instructor. Offered every 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 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. *Cross-listed as ECON/ENVP 327. Prerequisite: ECON 101. Offered frequently.*

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.*

335 Modern Labor and Gender Economics This course is an analysis of the labor sector in the U.S. economy with a focus on its gender dynamics. Topics include labor supply and demand, wage determination, structure and differentials, and their differing gender impacts. Macro-institutional forces related to labor markets are considered including labor force participation, evolution of the U.S. labor market, and unemployment. The course will also include discussions on trends, measurement, and analyses of labor productivity and mobility, labor market discrimination, poverty, income and gender inequality, and the role of economic policy in addressing labor market issues. *Prerequisite: ECON 101 and 102 or permission of instructor. Offered every other year.*

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, and MATH 170 or 180, or permission of instructor. Offered frequently.*

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 every 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, and MATH 160, or permission of instructor. Offered every year.*

384 Econometrics II This second course in econometrics explores more advanced techniques for addressing empirical questions in the social sciences. The course emphasizes applied methods for both observational and quasi-experimental data. Students develop an independent empirical research project applying the skills they have acquired. *Prerequisite: ECON 101, 102, and 284 or MATH 260. Offered every 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. *Prerequisite: ECON 301, 302, and MATH 280. Offered spring semester.*

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. *Prerequisite: ECON 101, 102, and 301. May be repeated for credit. Offered fall semester.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior standing, a contract with the supervising professor,*

and departmental approval. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an und Prerequisite: Junior or senior standing, 2.5 GPA, ability to complete 120 hours at internship site, approval of the CES internship coordinator, and completion of learning agreement. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

SCHOOL OF EDUCATION

Professor

Frederick Hamel, Dean

Associate Professor

Kim Ratliff

Assistant Professor

Heidi Morton, Director
Alisun Thompson

Clinical Assistant Professor

Sarah Clapp

Clinical Instructor

Rebecca Wellington

Emeritus

Amy Ryken
Amy Ryken

About the School

The School of Education engages in the preparation and continuing development of competent professionals in 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 and includes courses that engage students in working in local public schools.

The School of Education offers two graduate programs; the Master of Arts in Teaching (MAT) and the Master 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 public 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 or work as a clinical mental health counselor in social service and mental health agencies. MEd students will meet the coursework requirements to pursue licensure as a mental health counselor in Washington State. 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 & Pedagogy Institute, and African American Studies work together to prepare students for careers in teaching and counseling grounded in social justice. Our partnership is 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 & 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

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 (MAT) 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. See the Graduate Admission to the University section of the *Bulletin* for more information.

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 in Education Studies

Completion of at least 5.5 units to include:

1. Any two of EDUC 290, 292, 294, 295, 296, 298, and MUS 140 (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 elective courses

Notes

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.

Education Studies Minor Electives

AFAM 101 Introduction to African American Studies
 AFAM 205 Survey of Race and Culture in Ethnic Literature
 AFAM 305 Black Fictions and Feminisms
 AFAM 346 African Americans and American Law
 AFAM/COMM 370 Communication and Diversity
 AFAM 375 The Harlem Renaissance
 AFAM 398 Methods in African American Studies
 AFAM 401 Narratives of Race
 CLJ/REL 307 Prisons, Gender and Education
 ENGL 248 Children's and Young Adult Literature
 QOS 201 Introduction to Gender, Queer, and Feminist Studies
 LTS 200 Latina/o America: A Critical Introduction to Latina/o Studies
 PG 304 Race and American Politics
 PG 314 United States Public Policy
 PG 346 Race in the American Political Imagination
 PSYC 220 Developmental Psychology: Prenatal through Childhood
 PSYC 221 Developmental Psychology: Adolescence Through the End of Life
 PSYC 222 Lifespan Development (*cannot be taken with PSYC 220 or 221*)
 PSYC 225 Social Psychology
 PSYC 240 Counseling in Educational Settings
 REL 211 Islam in America
 SOAN 202 Families in Society
 SOAN 301 Power and Inequality
 SOAN 305 Heritage Languages and Language Policies
 SOAN 310 Critiquing Education
 SOAN 370 Disability, Identity, and Power

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Education (EDUC)

290 Gender & Education 0.25 units. Schools, and other social institutions strongly influence, impact and police the construction of identity. This course examines the nature of schooling and the socializing power of schools, using gender as its primary lens for analysis and

considering how gender interacts with other facets of identity including race, ethnicity, sexual orientation, and socioeconomic status. Through readings, writing, discussion, and time spent in schools, students examine the hidden and official curriculum schools use to teach about gender identity and norms. Successful completion of this course requires a commitment to spend 10 hours outside of class volunteering in a school or a youth-serving community organization. *Satisfies the Experiential Learning Graduation Requirement. Offered every other year.*

292 Literacy in Schools: An Introduction 0.25 units. 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. *Satisfies the Experiential Learning Graduation Requirement. Offered every other year.*

294 Economic Inequality and Schools 0.25 units. This course is designed to allow individuals interested in schools to develop a greater understanding of economic inequality and to examine what teachers can do to provide the best possible education for students impacted by economic inequality. The course considers how social and educational policies have resulted in schools that are not equally resourced. 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. Successful completion of this course requires a commitment to spend 10 hours outside of class volunteering in a school or community organization that supports children and families impacted by economic inequality. *Satisfies the Experiential Learning Graduation Requirement. Offered every other year.*

295 White Teachers Teaching Children of Color 0.25 units. 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. 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 will 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. *Satisfies the Experiential Learning Graduation Requirement. Offered every other year.*

296 Using Children's and Young Adult Literature to Teach for Social Justice 0.25 units. Teaching reading has never been politically neutral because reading instruction, when it is done well, requires that we read something. Underlying this course is an assumption that the selection of what students read should consider the promotion of American ideals of liberty and justice for everyone. Together students think about the messages children's and young adult books send and how to select books that promote social justice. Students read children's and young adult books that include people from different racial groups, and books that open up ideas of gender and sexuality. Successful completion of

this course requires a commitment to spend regular time working with youth. *Satisfies the Experiential Learning Graduation Requirement. Offered every other year.*

298 Using Primary Sources to Teach for Social Justice 0.25 units. 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, 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. *Satisfies the Experiential Learning Graduation Requirement. 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. Broad philosophies of education guide an analysis of schools, which include historical lenses as well as the current literature on classroom reforms. 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 MAT program. *Satisfies the Knowledge, Identity, Power graduation requirement. Offered every 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. *Satisfies the Knowledge, Identity, Power graduation requirement. Offered every semester.*

493 Teacher Research Practicum This is the capstone course and culminating experience for the Education Studies minor. Participants should have completed most or all of their Education Studies coursework before enrolling. During the course, students work with a mentor teacher to examine instructional practice and student learning in a classroom setting. Students learn about action research, and develop a study in their school-based classroom, identifying relevant questions, collecting and analyzing data, and developing practical implications. *Satisfies the Experiential Learning Graduation Requirement. Offered spring semester.*

MASTER OF ARTS IN TEACHING PROGRAM

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

Philosophy

The University of Puget Sound’s Master of Arts in Teaching (MAT) program is designed to prepare educators in the liberal arts tradition who are able to make knowledgeable decisions about their professional practice. 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 and flexibility to their teaching.

MAT 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.

Teaching Program Goals

The MAT program prepares teachers who are reflective, collaborative, and justice oriented who

- 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;
- Create productive and challenging learning environments—to support and assess student intellectual, social and emotional growth, active engagement, and sense of belonging;
- Interrogate personal biases and social location—to actively pursue culturally-responsive practice and to contribute collaboratively to the ongoing work of equity.

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. Persons obtaining certification for the first time in the state of Washington are required to complete Pre-Residency Clearance as a part of the application for Washington certification. This application includes a Washington State Patrol and FBI fingerprint clearance in addition to completing a moral character and fitness questionnaire. 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 in a discipline related to an endorsement area. All MAT students must submit basic skills test scores in the areas of reading, math, and writing and must pass the state mandated 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 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.

Streamlined Admission Process to Master of Arts in Teaching (MAT)

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 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

Summer 1**

- EDUC 609: American Schools Inside and Out (cross-listed with EDUC 419)
- EDUC 610: Multiple Perspectives on Classroom Teaching and Learning (cross-listed with EDUC 420)

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) Seminar in Critically Reflective Teaching
- 622 (2.0 units) Student Teaching

Summer 2

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

Notes

**Puget Sound students who have successfully completed EDUC 419 and EDUC 420 have fulfilled the content requirement for Summer 1 and do not need to enroll in the Summer 1 term. Applicants from other institutions with education-related coursework equivalent to EDUC 609 and/or EDUC 610 may be eligible for a course waiver. Candidates not required to enroll in Summer 1 will begin their program of study in Fall term.

Requirements for the Learning, Teaching, and Leadership Master of Education Program

1. Completion of 8-8.5 units required.
2. A student admitted to the MAT 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 MAT program. The program of study blends the fall semester MAT courses with other specially selected courses:
3. 628 (0.5 unit) Centering Race and Unlearning Racism
4. 695 (0.5 to 1 unit) Independent Study
5. 697 (0.5 to 2 units) Master's Project

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Education (EDUC)

613 School Practicum This school-based field experience accompanies the elementary and secondary curriculum and instruction courses. MAT students observe and participate in elementary and/or secondary classroom teaching and learning experiences. *May be repeated for credit. Pass/Fail Required. Cannot be audited. Offered fall semester.*

614 Introductory Professional Issues 0.50 units. 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. *May be repeated for credit. Pass/Fail Required. Offered fall semester.*

615 Documenting Instruction Variable credit up to 1.50 units. Students focus on the continuous link among planning, instruction, and various forms of ongoing assessment. Students explore specific techniques for modifying instruction, various ways of documenting student growth, and using student artifacts as a source of assessment and shaping of instruction. *May be repeated for credit. Offered spring semester.*

616 Elementary Curriculum and Instruction Variable credit up to 2.50 units. This 2.5-unit 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 and unit plans, teach, assess, and reflect on student learning. An integrated course structure is used; students study adjacent subject areas examining similarities and differences. In this course students study writing, reading, social science, mathematics, science, music, visual arts, physical education and health. *May be repeated for credit up to 2.50 units. Offered fall semester.*

618 Learning and Teaching in the Subject Areas Variable credit up to 1.50 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 semester.*

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. *May be repeated for credit. Offered fall semester.*

622 Student Teaching in Elementary/Secondary Variable credit up to 4.00 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. *Prerequisite: Must be taken concurrently with EDUC 615. May be repeated for credit up to 4.00 units. Pass/Fail Required. Cannot be audited. Offered spring semester.*

628 Centering Race and Unlearning Racism 0.50 units. The central work of this course is to center race as a lens for understanding education and miseducation 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.*

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. *May be repeated for credit. Offered summer term.*

695 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

697 Master's Project Variable credit up to 2.00 units. *May be repeated for credit up to 2.00 units. Cannot be taken Credit/No Credit.*

MASTER OF EDUCATION PROGRAM

Philosophy

The MEd program in Counseling is designed for individuals seeking to assume professional roles as school and clinical mental health counselors. The MEd 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.

Professional Certification

The University of Puget Sound has been approved by the Professional Educators Standards Board to offer programs leading to professional certification for school counselors. Persons obtaining certification for the first time in the state of Washington are required to complete Pre-Residency Clearance as a part of the application for Washington certification. This application includes a Washington State Patrol and FBI fingerprint clearance in addition to completing a moral character and fitness questionnaire. Complete details on certification can be obtained through the certification office in the School of Education.

Licensure

MEd students will also meet the coursework requirements to pursue licensure as a mental health counselor in Washington State. The Washington State Department of Health post-master's licensing process can take 2-5 years and requires that candidates pass a national exam and complete 36 months or 3000 hours of postgraduate mental health counseling including 1200 hours of direct service and 100 hours of supervision by an approved supervisor.

Accreditation

The University of Puget Sound is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). CACREP's web address is www.cacrep.org.

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 Theories and Techniques (1 unit)
- 615 Humanistic Theories and Techniques (1 unit)
- 620 Counseling Pre-Practicum (0.5 unit)
- 621 Practicum in Counseling (0.5 unit)
- 630 Research and Program Evaluation (1 unit)
- 635 Conceptualization, Diagnosis, and Treatment Planning (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 unit)
- 659 Internship (0 units)
- 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.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Counseling (COUN)

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. *May be repeated for credit. Offered fall semester.*

610 Cognitive Behavior Theories and Techniques 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. May be repeated for credit. Offered fall semester.*

615 Humanistic Theories and Techniques 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 semester.*

620 Counseling Pre-Practicum 0.50 units. This course provides students with the foundation for all practicum and internship experiences. Through course content, case conceptualization, and focused practice, students develop and demonstrate core communication and interpersonal skills essential for the counseling field: building relationships, conducting initial assessments, setting goals, implementing interventions, and evaluating outcomes. Students examine attitudes, values, and beliefs that enhance the helping process and acclimate to their future practicum sites. In progress pass/fail grading. *Cannot be audited. Offered fall semester.*

621 Counseling Practicum 0.50 units. This course is structured as a 100-hour clinical experience that offers students introductory exposure to and supervised practice in the broad scope of activities engaged in by counselors. Students work with clients and hone their basic counseling and case conceptualization skills developed in COUN 620. Weekly supervision is provided by site supervisors 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

pass/fail grading. *Prerequisite: COUN 620. Cannot be audited. Offered spring semester.*

630 Research and 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, qualitative interviewing, and systematic evaluation are stressed. Students will 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 semester.*

635 Conceptualization, Diagnosis and Treatment Planning 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 semester.*

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 and COUN 615. Offered spring semester.*

645 School Counseling 0.50 units. 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 semester.*

646 Developmental Counseling 0.50 units. This course examines the psycho-bio-social tasks in human developmental stages through the life span from a culturally responsive counseling perspective. 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. May be repeated for credit. Offered summer term.*

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. *Prerequisite: COUN 605. Cannot be taken Credit/No Credit. Offered summer term.*

655 Assessment in Counseling 0.50 units. The critical evaluation and selection of psychological and educational instruments are studied. Psychometric theory is emphasized and major representative instruments are surveyed. *Offered fall semester.*

656 Career Development 0.50 units. 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 semester.*

659 Internship No credit. This course is part of a 600-hour internship in a mental health or school setting. Interns apply their clinical skills under the supervision of an on-site mentor from whom they receive guidance and supervision. Interns meet weekly for group supervision and discuss professional issues they are encountering. Interns are expected to demonstrate professional conduct at all times. *May be repeated for credit. Cannot be audited. Offered summer term.*

660 Internship in School Counseling Variable credit up to 1.50 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. In progress pass/fail grading. *Prerequisite: COUN 620, 621, and 645. May be repeated for credit. Cannot be audited. Offered fall semester.*

661 School Counseling Internship Variable credit up to 1.50 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 pass/fail grading. *Prerequisite: COUN 660 and instructor permission. May be repeated for credit. Cannot be audited. Offered spring semester.*

662 Internship in Mental Health Counseling Variable credit up to 1.50 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. In progress pass/fail grading. *Prerequisite: COUN 620, 621, and 635. May be repeated for credit. Cannot be audited. Offered fall semester.*

663 Internship in Mental Health Counseling Variable credit up to 1.50 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. In progress pass/fail grading. *Prerequisite: COUN 662 and permission of instructor. May be repeated for credit. Cannot be audited. Offered spring semester.*

670 Counseling Leadership and Advocacy 0.50 units. This course is designed to build an understanding of (1) the complex processes of deliberate normative change in schools, (2) the expanded definitions of leadership within the roles of principal, counselor, and teacher in regard to school transformation and (3) the nature of 'interactive professionalism' among educators that is inherent in the emerging definitions of effective school leadership. Research on and examples of

Engineering, Dual Degree Program

effective strategies and school transformations models are examined.
Prerequisite: Must be taken concurrently with COUN 660 or COUN 662.
Offered fall semester.

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, 610, and 615. Offered spring semester.

680 Capstone Seminar 0.50 units. In this capstone course in the counseling program, students prepare for and pass a comprehensive examination and complete a summative e-portfolio demonstrating their ability to synthesize and reflect their professional counseling identity and achievement of key performance indicators. *Pass/Fail Required. Offered spring semester.*

ENGINEERING, DUAL DEGREE PROGRAM

Professor

Rand Worland, Director

Affiliated Faculty

Amy Spivey, 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) and Columbia University.

Students should be aware that entrance to an engineering school is on a competitive basis and requires a minimum GPA. Students interested 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 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

Artistic and Humanistic Perspectives Division

Professor

Laura Behling

Julie Christoph

George Erving, Honors

Priti Joshi

William Kupinse

Tiffany Aldrich MacBain, Interim Chair

Alison Tracy Hale (On Leave Spring 2025)

John Wesley, Chair (On Leave 2024-2025)

Associate Professor

Regina Duthely-Barbee (On Leave Fall 2024)

Laura Krughoff

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 ecocriticism, journalism, literacy and linguistic studies, and medical discourse. English majors are not merely scholars and critics; they are producers and practitioners as well. Some students choose to complete the major with 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.

A student who successfully completes a major in English at the University of Puget Sound is prepared to

1. Read perceptively and critically:
 - recognize and characterize different literary and rhetorical styles
 - apprehend the relationships between aesthetic form and content
 - pursue connections between texts and their political, social, and cultural contexts
2. Write with clarity and sophistication:
 - conduct scholarly research and write original, self-directed projects that integrate multiple texts
 - analyze texts critically across genres and media
 - respond appropriately to the unique demands of different writing situations
3. Speak persuasively and from a position of knowledge:
 - approach literature from perspectives of both craft and analysis
 - engage ethically with a diversity of perspectives

- present academic research orally and engage in relevant scholarly discussion

The English Department's website includes more information about the curriculum, faculty 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 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.

Requirements for the Major in English (BA)

Completion of ten units:

1. ENGL 220
2. Three courses from ENGL 221-299
3. Six upper-level courses from ENGL 321-434, at least one of which must be at the 400 level. (See note below regarding upper-level course prerequisites.)

To be fulfilled as follows:

- a. Six units in the following area requirements:
 - One unit: *Centering Marginalized Voices*
 - One unit: *Media and Non-Literary Analysis*
 - Four units: *Literature*
- b. Three elective units
- c. *Literatures and cultures before 1800*: one of the ten units taken for the English major must focus primarily on content written prior to 1800.

Upper-level prerequisites:

Before enrolling in classes at the 300 level, students are encouraged to have completed ENGL 220 and at least one other 200-level requirement.

Before enrolling in courses at the 400 level, all 200-level requirements for the major must be completed, along with at least one course (but preferably two) at the 300 level.

Note on Area Requirements:

Please consult the English Department's website prior to registration for a list of courses offered in any given term that satisfy the *Centering Marginalized Voices*, *Media and Non-Literary Analysis*, and *Literature* requirements. However, the following guiding principles may be useful:

In most cases, courses that satisfy the *Literature* requirement (4 units) are self-evident based on topics and descriptions. Courses that fulfill the *Centering Marginalized Voices* requirement (1 unit) prioritize the perspectives of non-Anglo-European and non-Anglo-American writers and materials (such as Native American Literature, African American Literature, Black Feminism, South Asian Fiction, Afrofuturism, Multiethnic Detective Fiction, and some versions of Major Authors, Eras, Movements, etc.). The *Media and Non-Literary Analysis* requirement (1 unit) is satisfied with courses on rhetoric, film or television, linguistics, critical theory, and cultural studies (such as Introduction to Journalism, Digital Writing, Fundamentals of Editing, Visual Rhetoric,

History of the English Language, Special Topics in Theory, Writing Internship, etc.).

Please note that while some individual courses share attributes in two of the above categories, no course may satisfy more than one area requirement at a time in fulfilling the major. However, the *Literatures and Cultures before 1800* (a.k.a., pre-1800) requirement is an overlay, and therefore may be satisfied using any appropriate electives or area requirement courses.

Requirements for the Major in English with Creative Writing Focus (BA)

Students who fulfill all three elective units in the major with courses from the Department's creative writing offerings, at least one of which must be at the upper level, will receive a B.A. in English with a Focus in Creative Writing noted on their transcripts. The following creative writing courses may be used to meet the focus requirements: ENGL 227, 228, 229, 327, 328, 329 and 434.

Requirements for the Minor in English

Completion of five units:

1. ENGL 220
2. Two courses from ENGL 221-299.
3. Two courses from ENGL 321-399. (Note: Students are encouraged to have completed ENGL 220 and at least one other 200-level requirement before enrolling in courses at the 300 level.)

Notes for the major and minor

- a. The student must have a grade of C– or above in each course applied to a major or minor.
- b. There is no time limit on courses applicable to an English major or minor.
- c. 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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

English (ENGL)

110 Graphic Narratives This non-majors course is an exploration of graphic narratives, which bring together the verbal and visual as a way of telling a story. The course begins by investigating the nature and grammar of comics: How do graphic narratives work? What techniques and strategies do writer-artists use to produce meaning? In what ways do colors, shapes, panels, borders, gutters, perspective, page-layout, and speech bubbles influence content? What is the role of the reader in constructing meaning from these verbal and visual texts? How does literary analysis inform our readings of the verbal and visual? As in other English courses, Graphic Narratives aims to provide insights on language and meaning, culture and history, the self and other. Readings will be primarily historical and contemporary graphic narratives and critical scholarship about graphic narratives will offer perspectives on the readings' responsiveness to contemporary social currents. In addition to written analytical responses, class engagement and discussion and presentation, a final project for the course will offer students the

opportunity to create their own graphic narrative. *Cannot be audited. Offered occasionally.*

197 Events in English 0.25 activity units. Under faculty supervision, students create academic and community programming to strengthen the English major. May be repeated for credit up to 2 times. *Pass/Fail Required. Cannot be audited.*

199 Crosscurrents Review 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

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?

214 Science Journalism Discoveries about Covid-19, climate change, CRISPR, and the Webb Space Telescope all demand thoughtful translators between the science that has produced the research and the public that is curious about them. This is the task of the reporter and writer who covers the science beat, inclusive of science, health, the environment, and technology. Science Journalism develops skills of translation and interpretation: how to identify, report, and write stories about science, health, the environment, and technology for the public. The course also will grapple with major contemporary science stories as well as with some of the philosophical and ethical issues raised by reporting scientific research to a lay audience. This course requires research, interviewing, writing, and editing, on deadline and with opportunity for revision. *Cannot be audited. Offered summer term.*

220 Introduction to English Studies This course is designed for students who intend to pursue a major or minor in English, and should be taken in the first or second year, or as soon as an English major is declared. The course 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 that may include some combination of poetry, fiction, drama, memoir, graphic texts, and film, students develop the 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. *Required of all majors and minors. Offered every semester.*

226 Introduction to Journalism This course immerses students in the craft of journalism to develop the skills and critical discernment required for writing as a journalist. The course is designed to equip students with an understanding of what news is, help students develop the two key journalism skills of reporting and writing of the news, and engage students in critically examining journalists' responsibilities in reporting and shaping public understanding and opinion. The course will introduce the fundamentals of journalistic writing, interviewing,

and editing, as well as journalism ethics. *Cannot be audited. Offered occasionally.*

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. May be used to satisfy an elective unit for the Creative Writing Focus. *Offered frequently.*

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. May be used to satisfy an elective unit for the Creative Writing Focus. *Offered frequently.*

229 Introduction to Creative Nonfiction Combining seminar and workshop formats, the course introduces students to creative nonfiction, a genre of writing that is simultaneously intensely personal and engaged with the world of the writer; that borrows from lyrical strategies of poetry and narrative strategies of fiction; and that draws on popular forms of writing and journalism. Students read classic examples of creative nonfiction and write several nonfiction essays of their own, each of which goes through revision for a final portfolio. May be used to satisfy an elective unit for the Creative Writing Focus. *Offered frequently.*

231 Medieval and Renaissance Literature This course introduces students to some of the major works of literature written in Britain from the Anglo-Saxon invasions and settlement in the 7th century 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. *Offered frequently.*

232 Romanticism, Consciousness, and the Psychedelic Renaissance Human consciousness is at once the most basic and most mysterious fact of our existence. It is difficult to describe because it cannot be compared to the ground upon which the experience of living rests, including our ability to make comparisons. Moreover, its source remains elusive; no one knows, the brain, a material organ, creates perceptions, ideas, or emotions, all of which are immaterial. Poets, novelists, and philosophers of the Romantic 19th C.) were especially preoccupied with the mysterious nature of consciousness and sought both to describe and explain the puzzling relationship between subjective experience and the exterior world that subjectivity negotiates. This course focuses on the ways in which literary art of the British Romantic questions that attend the study of consciousness: Is the mind created by nature, or does it create nature? What is the mind's relationship with the subjective experience of being a self governed by imagination? In what ways are the literary arts uniquely suited to explore the mystery of human also examines how Romantic era authors subsequently influenced poetry and music of the Beat Generation and the 1960s counterculture, as well with

contemporary research in philosophy, neuroscience, psychology, physics, and the burgeoning field of psychedelic studies. *Cannot be audited. Offered every year.*

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. *Offered frequently.*

234 American Literature and Culture: Colonial to Early National This course introduces students to significant developments in American literary history from European contact through the early-national era of the late-18th and early-19th Century. The course offers a thematically structured and comparative approach to literary works in relation to their socio-historical contexts (e.g., Colonization, Revolution, Constitutional Debates, Federalism, Early Nationalism). 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. *Offered frequently.*

235 American Literature and Culture: Long Nineteenth Century This course introduces students to significant developments in American literary history from the long 19th Century, spanning the post-Revolutionary era to World War I. The course offers a thematically structured and comparative approach to literary works in relation to their socio-historical contexts (e.g., Transcendentalism, U.S. Expansionism, the Civil War and Reconstruction, the Gilded Age). Drawing upon a variety of genres, this course provides students with a foundational understanding of important traditions and transformations in literary history and aesthetics. *Offered frequently.*

236 American Literature and Culture: Modern and Contemporary This course introduces students to significant developments in American literary history from the early 20th century through the contemporary moment. The course offers a thematically structured and comparative approach to 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). Drawing upon a variety of genres, this course provides students with a foundational understanding of important traditions and transformations in literary history and aesthetics. *Offered frequently.*

237 American Literature and Culture: Beyond Borders This introductory 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. Specific periods and themes vary according to instructor from the colonial era to the present, and may include comparative colonial or imperial literatures, trans-Atlantic traditions, and 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 occasionally.*

238 Afrofuturism This course examines the theoretical foundations and aesthetics of Afrofuturism. The term Afrofuturism was developed in 1993 by scholar Mark Dery and is an all-encompassing term used to describe science fiction work (literature, music, art, etc.) that focuses on Afro-diasporic ways of being and knowing. We will examine the contours of the field of Afrofuturism and decenter traditional science fiction perspectives that erase the existence of people of color in their visions of future worlds. The course will explore the “other stories of things to come.” Afrofuturist authors speak into the legacies of colonialism and slavery as well as persistent inequality to examine their impact on imaginings of future worlds and the ongoing technological age. In the course students will read science fiction texts produced by Afrofuturist authors to study the ways that they reimagine the future from the perspectives of Afro-diasporic peoples in the New World. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. *Cannot be audited. Offered every year.*

240 Digital Writing: Text, Image, and Sound This course offers students an introduction to multimodal composition. Focusing on the theoretical as well as the practical skills of multimodal composing, this course explores the theoretical foundations of multimodal composition, and engage in composing across various mediums. In this course students compose soundscapes using digital content, make short documentary films, and reimagine the commonplace book as a multimodal way of interpreting and analyzing their reading. Students deploy multiple modes of communicating, including linguistic, visual, spatial, gestural, and aural ways of composing and creating. *Cannot be audited. Offered occasionally.*

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. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. *Offered occasionally.*

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. *Offered frequently.*

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. The course topic is determined by the instructor. Recent topics include “Fantasy Literature,” “Superhero Comics,” “Afrofuturism,” and “Multiethnic Detective Fiction.” Please consult the department website for information on current and upcoming offerings. *May be repeated for credit.* Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. *Offered frequently.*

248 Children’s and Young Adult Literature This course considers the characteristics and functions of literature for young people, from infants to early readers to adolescents. Course content and approach differ by instructor but may explore a variety of genres and forms with regard to historical context, formal and aesthetic dimensions, or political and ideological resonance. The course may take a chronological or thematic approach and may consider texts within a specific national/cultural framework or across borders. Topics covered by the course may include the history and development of a tradition; the circulation and reception of literature for young people; intertextuality and relationships to literary or other genres; engagement with social and cultural developments. *Offered frequently.*

250 Introduction to Literary and Critical Theory Literary and critical theory asks big questions about literature, culture, and society. How are our identities shaped by race, class, gender, and sexuality? What is the nature of language and meaning? How can culture contribute to social change or reinforce the status quo? In its quest to solve these fundamental problems, critical theory presents surprising and often controversial perspectives on the world. This course will provide an introduction to literary and critical theory by inviting students to read major texts by groundbreaking philosophers, critics, and social thinkers alongside fictional works including Henry James’s classic ghost story, *The Turn of the Screw*. Students will encounter in these theories a strange cast of characters ranging from cyborgs and revolutionaries to paranoids and prisoners. At the same time, students in this class will be challenged to rethink their basic assumptions about themselves, their society, and their relationship to literature and culture. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. *Offered every other year.*

277 The Book as Human Artifact This course is an introduction to the “book” as a material object. We will learn to look at the physical object closely and with new eyes, examining its paper, binding, printing, typography, images, format, and much more. Our purpose is to use the material artifact to learn about the labor of the many people who created books, whether with quill-parchment-and-ink or a wooden press and types. Books—in their many forms such as broadsides, newspapers, newsletters—have, in some cases, survived thousands of years, and we will use these objects to learn about the societies and cultures that gave rise to them and that they left an indelible mark on. Our examples will largely draw on the manuscript and print products of Euro-America, but we will also attend to Asia, where papyrus was perfected and moveable type originated. *Offered every year.*

297 Fundamentals of Editing The course introduces students to three types of professional editing: proofreading, line editing, and developmental editing. Students develop skills that build proficiency in each area, and they identify individual strengths and interests within the editorial field. Topics of study include levels of editing; the editing process; rules of grammar and usage; narrative structure and style; and tools, practices, and philosophies of editing. The course is suitable for students interested in exploring editing as a career or in improving their own writing. *Offered every other year.*

327 Advanced Fiction Writing In this intensive fiction workshop students produce a portfolio of original fiction which undergoes many revisions, building upon techniques of 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. May be used to satisfy an elective unit for the Creative Writing Focus. *Cannot be taken Credit/No Credit. Offered frequently.*

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. May be used to satisfy an elective unit for the Creative Writing Focus. *Offered frequently.*

329 Advanced Creative Nonfiction This course assumes a familiarity with creative nonfiction, for example, memoir, travel literature, the literary essay, investigative journalism, and style guides and published essays as models of technique and to gain familiarity with a variety of sub-genres. The resulting textual and formal analyses students' own approaches to writing nonfiction prose. Throughout the semester, students engage in process writing and peer review. The course's creative-nonfiction essay. *Offered every year.*

330 Studies in the 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. Recent topics include "Rise of the Novel in the U.S.," "Contemporary Speculative Fiction," and "Multiethnic Novels." Please consult the department website for information on current and upcoming offerings. *Prerequisite: Students who have received credit for ENGL 431 with the topic "Rise of the Novel" may not receive credit for this course with the topic "Rise of the Novel in the U.S.". May be repeated for credit. Offered frequently.*

331 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 consult the department website for information on current and upcoming offerings. *Offered occasionally.*

338 Popular Genres 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. Recent topics include "Irrealism" and "True Crime." Please consult the department website for information on current and upcoming offerings. *Prerequisite: Students who have received credit for ENGL 431 with the topic "American Carnavalesque Literature" may not receive credit for this course with a topic of the same name. Offered occasionally.*

345 Paradise Lost Considered one of the greatest poems in the English language, John Milton's *Paradise Lost* (1667) is an epic that takes the reader from hell to heaven and everywhere in between. This is a story of identity and purpose within a seemingly infinite cosmos; of human responsibility to knowledge, the earth, and each other; and, especially, of the origins of suffering and injustice, and a blueprint of hope within a grand reconfiguration of what it means to be heroic. In presenting this archetypal narrative—one that continues to resonate with readers of religious and non-religious persuasions alike—Milton lifts Adam, Eve, Satan, and a host of demons and angels from their spare figurations in the Bible, and fleshes them out with rich descriptions, interiority, and speeches that in turn take inspiration from ancient Greek and Roman models as well as medieval Christian writings. The course therefore studies not only the entirety of *Paradise Lost's* twelve books, but also some of the primary source materials with which the poem is built, including excerpts from the Bible, Homer, Virgil, Augustine, Dante, and even Milton's earlier poetry and prose. Because textual influences are always refracted through one's own situation, culture, and reading practices, the course will also attend to some key aspects of Milton's life, especially his public involvement in the turbulent political and religious contexts of seventeenth century England—contexts that would inevitably shape the imaginative retelling of how deception, betrayal, and violence entered the world in the first place. *Cannot be audited.*

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. *Offered occasionally.*

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.

Prerequisite: Students who have received credit for ENGL 431 with the topic “Gothic America” may not receive credit for this course. *Offered occasionally.*

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. *Offered occasionally.*

353 The Bible as Literature This course studies the Christian Bible using the interpretive framework of literary studies. What kinds of knowledge, insight, and debates are produced when this collection of books—one that has inspired countless other artistic and cultural expressions over the centuries—is read as literature? Approaching the Bible in this way is to give special attention to questions about its authorship, historical contexts, source materials, and genres, as well as to the particular kinds of images, narratives, and motifs that weave in and out of its passages. Composed and compiled at various times over a millennium in ancient Israel and beyond, the Bible is, among other things, a richly diverse record of humans making sense of their world, purpose, and experiences in light of a deeply relational God who nonetheless transcends human comprehension. It is perhaps not surprising, then, that these authors so often turned to poetic and other literary devices as a way to articulate the mysterious connection between the earthly and the heavenly, time and eternity, suffering and salvation, justice and mercy. Students will consider how the Bible’s many stories, chronicles, teachings, prophecies, and apocalypses might have spoken to their original audiences, and how they have been interpreted since, including by modern scholars of religion, history, and literature. *Prerequisite:* Students who have received credit for ENGL 430 with the topic “Bible as Literature” may not receive credit for this course. *Offered every other year.*

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. *Offered occasionally.*

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 information on current and upcoming offerings. *Cannot be audited. Offered occasionally.*

358 True Crime in the U.S. This course examines the origins, rise, and prevalence of true crime narratives. Emerging from execution sermons, sensational journalism, and hard-boiled detective fiction, true crime is legitimated by Truman Capote’s 1966 *In Cold Blood*, which sets in motion a wave of serious and even literary works dealing with criminality and violence. Recent decades have seen the rapid expansion of the genre via multiple media including weekly television “newsmagazines,” documentary films and series, and, of course, podcasts. The course will consider the formal aspects of true crime narratives across multiple media and delve into its social and political implications, including its intersections with and impacts on cultural understandings of crime and criminality, race, gender, policing, and the justice and carceral systems. Please note that some of the material in the course includes images or descriptions of violence that may be upsetting. *Offered every other year.*

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. *Prerequisite:* Students who have received credit for ENGL 430 with the topic “South Asian Fiction” may not receive credit for this course. *Offered occasionally.*

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. *Offered occasionally.*

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. *Offered occasionally.*

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. *Offered occasionally.*

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. Themes and texts vary by instructor. Recent topics include "Medieval Women Writers," "Early American Masculinity," "Desire and the Queering of Domestic Fiction," and "Queer Self / Queering Self." Please consult the department website for information on current and upcoming offerings. *Satisfies a Gender and Queer Studies elective.*

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. *Offered occasionally.*

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. *Prerequisite: Students who have received credit for ENGL 433 with the topic "History of the English Language" may not receive credit for this course. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every other year.*

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. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. *Offered occasionally.*

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. *Offered occasionally.*

374 Writing Climate Justice This course considers how imaginative writing can intervene in the most existential of neoliberalism's myriad catastrophes: the climate crisis. Through the reading of contemporary novels, poetry, nonfiction, and ecocritical theory, course participants will explore literature's ability to illuminate the environmental injustices of the present perilous moment and to help realize a just and sustainable future for all. Emphasizing writing as a form of activism, ENGL374 studies the work of authors from around the globe, including Sheila Watt-Cloutier, Kathy Jetnil-Kijiner, Nnedi Okorafor, Cherie Dimaline, and Camille Dungy. Discussion of course readings encompasses a range of topics essential to understanding climate justice, including Indigenous rights, immigration justice, ecofeminism, and queer ecology. The course has three main assignments: an essay in which students place an ecocritical concept and a literary text in conversation; a creative writing assignment in which students themselves produce a short piece of climate change literature in a genre of their choosing; and a collaborative, student-designed final project that uses the skills and knowledge developed during the semester to engage the climate crisis beyond the classroom. *Prerequisite: Students who have received credit for ENGL 430 with the topic "Writing Climate Justice" may not receive credit for this course. Offered frequently.*

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 critical appreciation for the conceptual frameworks that shape understandings of the relationships between language, literacy, and culture. The course topic is determined by the instructor. Please consult the department website for information on current and upcoming offerings. *Prerequisite: Students who have received credit for ENGL 433 with the topic "Authorship and AI" may not receive credit for this course with a topic of the same name. Offered occasionally.*

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. Themes, texts, and films vary by instructor. Please consult the department website for information on current and upcoming offerings. *Offered occasionally.*

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. *Offered occasionally.*

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. *Offered occasionally.*

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. The course topic is determined by the instructor. Recent topics include "Contemporary Black Feminist Theory" and "Theories of Language and the Law." Please consult the department website for information on current and upcoming offerings. *May be repeated for credit. Offered every other year.*

381 Major Authors The selected author of study for any given term varies according to the instructor's specialization. For example, students might spend a semester studying William Blake, the Romantic period poet and artist, in relation to the mysterious subculture of London's artisan class, the political ideas advanced by the French Revolution, and the author's own battle with forces of social injustice and intellectual oppression; or Katherine Mansfield, the fascinating, fierce, and brilliant modernist whose interrogations of patriarchy and heteronormativity have made her a pivotal figure in early 20th-century studies of feminism and queer theory. Other recent offerings have studied the life and works of William Shakespeare, John Milton, Herman Melville, and Jane Austen. Please consult the department website for information on current and upcoming offerings. *Prerequisite: Students who have received credit for ENGL 431 with the topic "Immigrant Author in U.S." may not receive credit for this course with the topic "The Immigrant Author in America". May be repeated for credit. Offered frequently.*

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. The course topic is determined by the instructor. Recent topics include "Irish Literary Revival" and "Rhetorics of Resistance: Contemporary Activist Movements." Please consult the department website for information on current and upcoming offerings. *Prerequisite: Students who have received credit for ENGL 432 with the topic "Irish Literary Revival" or "Industry, Enslavement & Empire" may not receive credit for this course with a topic of the same name. Offered occasionally.*

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. The course topic is determined by the instructor. Recent topics include "Victorian Underworlds," "Dante, Chaucer, and the City," "Frontier Mythologies," and "Forms of Identity in Post-1965 US Literature." Please consult the department website for information on current and upcoming offerings. *May be repeated for credit. Offered frequently.*

397 Humanities in the World An experiential seminar in which each student develops a passion project that translates ideas and critical skills learned in humanities classrooms into a public-facing demonstration of the humanities' potential beyond the university. This seminar supports students in translating their knowledge, experience, and skills to the professional or the public sphere, and in communicating the significance of their work. The seminar has two components: fieldwork and classwork. Students work collaboratively with peers and the professor in the classroom to conceive of and hone their projects, and with the campus, local community, or wider world to realize components of it. *Prerequisite: Junior or senior standing and permission of instructor. Satisfies the Experiential Learning Core Requirement. Offered frequently.*

430 Advanced Seminar in World Literatures Course topics and emphases are determined by the instructor. Intended for English majors with junior or senior standing, advanced seminars are designed to facilitate in-depth examination of a specific topic, independent study, and the production of substantial work in fields related to faculty and student interest. Generally, the early part of the term is devoted to building a shared expertise that will inform the student's independent research later in the semester. Please consult the department website for information on current and upcoming topics. *Prerequisite: Four ENGL courses at the 200 level and at least one ENGL course at the 300 level. May be repeated for credit. Cannot be audited. Offered occasionally.*

431 Advanced Seminar in American Literature Course topics and emphases are determined by the instructor. Intended for English majors with junior or senior standing, advanced seminars are designed to facilitate in-depth examination of a specific topic, independent study, and the production of substantial work in fields related to faculty and student interest. Generally, the early part of the term is devoted to building a shared expertise that will inform the student's independent research later in the semester. Please consult the department website for information on current and upcoming topics. *Prerequisite: Four ENGL courses at the 200 level and at least one ENGL course at the 300 level. May be repeated for credit up to 2 times. Offered frequently.*

ENVIRONMENTAL STUDIES AND SCIENCES

Professor

Rachel DeMotts
Kena Fox-Dobbs
Peter Hodum, Chair
Daniel Sherman (On Leave Spring 2025)
Michael Valentine

About the Department

The Environmental Studies and Sciences Department offers three interdisciplinary majors and one minor. Students majoring or minoring in Environmental Studies and Sciences engage in interdisciplinary dialogue across the sciences, social sciences, and arts and humanities while applying systems thinking to address current and projected environmental issues. 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, meaning that justice and equity are central concerns for these areas of study.

Environmental Policy and Decision Making

Environmental policy and decision making is a field of study that focuses on how individual and collective decisions interact with the environment. This includes a critical examination of the social, political, economic, and scientific contexts for decision making and an understanding of values, norms, interests, incentives, and scientific information influencing decisions and actions. Students who major or minor in environmental policy and decision making integrate it with a primary major in another field of study. Students should consult with a secondary advisor in the Environmental Studies and Sciences Department. Advisors will help students design a major or minor course of study that will complement their primary major and help them to focus their studies in areas of interest to them.

Environmental Arts and Humanities

Environmental arts and humanities examine the role that humanistic inquiry and artistic practice play in how we engage with the environment. Arts and humanities disciplines emphasize storytelling, seek out and examine cultural perspectives, ask big picture questions, perform and create. The environmental arts and humanities intersect with the social and natural sciences and employ methodologies of history, philosophy, religion, literature, and cultural studies, as well as the performing and visual arts, to examine a broad range of issues from environmental equity and justice, aesthetics and eco-poetics, different ways of seeing and sensing the world, to the many ethical questions we face today in imagining human and non-human ways of caring for this planet. Students who major in environmental arts and humanities integrate it with a primary major in another field of study. Students should consult with a faculty advisor in the Environmental Studies and Sciences Department. Advisors will help students design a major or minor course of study that will complement their primary major and help them to focus their studies in areas of interest to them.

432 Advanced Seminar in British Literature Course topics and emphases are determined by the instructor. Intended for English majors with junior or senior standing, advanced seminars are designed to facilitate in-depth examination of a specific topic, independent study, and the production of substantial work in fields related to faculty and student interest. Generally, the early part of the term is devoted to building a shared expertise that will inform the student’s independent research later in the semester. Please consult the department website for information on current and upcoming topics. *Prerequisite: Four ENGL courses at the 200 level and at least one ENGL course at the 300 level. May be repeated for credit up to 2 times. Offered frequently.*

433 Advanced Seminar in Rhetoric and Literacies Course topics and emphases are determined by the instructor. Intended for English majors with junior or senior standing, advanced seminars are designed to facilitate in-depth examination of a specific topic, independent study, and the production of substantial work in fields related to faculty and student interest. Generally, the early part of the term is devoted to building a shared expertise that will inform the student’s independent research later in the semester. Please consult the department website for information on current and upcoming topics. *Prerequisite: Four ENGL courses at the 200 level and at least one ENGL course at the 300 level. May be repeated for credit up to 2 times. Offered occasionally.*

434 Advanced Projects in Creative Writing Intended for English majors with junior or senior class standing, the advanced creative writing workshop facilitates 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 and rhetorical scholarship seminars, this course devotes 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 involves the production of a polished manuscript. *Prerequisite: Four ENGL courses at the 200 level and at least one ENGL course at the 300 level. May be repeated for credit up to 2 times. Offered occasionally.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or Senior standing and at least a 3.0 cumulative grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an und *Prerequisite: Junior or Senior standing and at least a 2.50 cumulative grade point average. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

Earth and Environmental Science

Earth and environmental science trains students as scientists with the skills to connect human environmental impacts to policy and management. Students develop a fundamental understanding of Earth's systems (land, climate, water, biota) by taking courses from multiple environmentally-relevant scientific disciplines. They develop a solid background in the scientific underpinnings of environmental sustainability, drivers and strategies of mitigation of climate change, the intersection of these topics with questions of justice, and related pressing issues. This training happens via courses and research opportunities with affiliated faculty.

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.

Requirements for the Major in Environmental Policy & Decision Making

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. Because of extensive course overlap, the primary major cannot be Environmental Arts and Humanities.
2. Completion of the following 8.25 units:
 - ENVP 200
 - ENVP 202 (0.5 units) or any three courses in natural sciences (BIO, CHEM, ENV, PHYS)
 - ENVP 203 (0.5 units)
 - ENVP 253 (0.25 units)
 - ENVP 400
 - A minimum of two environmental policy elective units (see list below)
 - Three additional elective units from the lists of environmental policy, environmental arts and humanities, earth and environmental sciences 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. Six requirements for the Environmental Policy and Decision Making major must be completed on campus at Puget Sound, including ENVP 200, ENVP 202 (unless 202 is replaced by three courses in the sciences), ENVP 203, one policy elective, and ENVP 400.

Requirements for the Major in Environmental Arts & Humanities

1. The Environmental Arts and Humanities major is a secondary major that can be chosen only after a primary major in another field is chosen. A major in Environmental Arts and Humanities cannot be completed unless a primary major in another department or program is also completed. Because of extensive course

overlap, the primary major cannot be Environmental Policy and Decision Making.

2. Completion of the following 8.25 units:
 - ENVP 200
 - ENVP 202 (0.5 units) or any three courses in natural sciences (BIO, CHEM, ENV, PHYS)
 - ENVP 203 (0.5 units)
 - ENVP 253 (0.25 units)
 - ENVP 400
3. A minimum of three environmental arts and humanities elective units (see list below)
4. Two additional elective units from the lists of environmental policy, earth and environmental sciences or general electives (see list below).
5. 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.
6. Six requirements for the Environmental Policy and Decision Making major must be completed on campus at Puget Sound, including ENVP 200, ENVP 202 (unless 202 is replaced by three courses in the sciences), ENVP 203, and ENVP 400.

Requirements for the Major in Earth and Environmental Science (BS)

1. Completion of the following 13.25 units:
 - Two units from CHEM 105, 110, 120
 - BIOL 112
 - One unit from MATH 160, 260
 - One unit from MATH 180, MATH 181, CSCI 141, CSCI 161
 - Two units from ENV 101, 105, 140
 - ENVP 200
 - ENVP 253 (0.25)
 - ENV 250
2. Four units of Earth and Environmental Science electives (see list below).
3. ENVP 400 Senior Seminar in Environmental Studies is recommended but not required.

Requirements for the Minor in Environmental Policy & Decision Making

1. Completion of the following 5.25 units:
 - ENVP 200
 - ENVP 253 (0.25 units) Topics in Environmental Justice
 - ENVP 400
2. A minimum of one policy elective units (see list below)
3. Two additional elective units from the lists of policy or general electives (see list below).
4. Three requirements for the Environmental Policy and Decision Making minor must be completed on campus at Puget Sound, including ENVP 200, one policy elective, and ENVP 400.

Environmental Policy Electives

CONN 309 Applied Environmental Politics and Agenda Setting
CONN 410 Science and Economics of Climate Change
ECON 225 Environmental and Natural Resource Economics
ECON/ENVP 327 Climate Change: Economics, Policy, and Politics
ENVP 210 Fundamentals of U.S. Environmental Law and Policy

ENVP 310 Environmental Decision Making
 ENVP 322 Water Policy
 ENVP 326 People, Politics, and Parks
 ENVP 328 Nuclear Narratives of the American West
 ENVP 342 Field School in Conservation and Development
 ENVP/PG 382 Global Environmental Politics
 ENVS 310 Water Resources
 ENVS 315 Energy Resources
 IPE 331 International Political Economy of Food and Agriculture
 PG 305 United States Environmental Policy

Environmental Arts and Humanities Electives

BIOE/REL 272 Public Health Ethics
 CONN 332 Water and Wild Nature
 ENGL 328 Advanced Poetry Writing (Topic: "Ecopoetry")
 ENGL 374 Writing Climate Justice
 ENVH 310 Global Eco-Cinema: Aesthetics and Practice
 GERM 380 Green Germany: Nature and Environment in German Culture
 GERM 425 Nature and Human Being in the Anthropocene
 HIST 364 American Environmental History
 HIST 369 History of the West and the Pacific Northwest
 HUM 330 Tao and Landscape Art
 PHIL 285 Environmental Ethics
 REL 444 God in the Anthropocene
 STHS 325 Natural History Museums and Society
 THTR 200 The Theatrical Experience

Earth and Environmental Sciences Electives

BIOL 211 General Ecology
 BIOL 370 Conservation Biology
 BIOL 377 Field Botany
 BIOL 379 Ornithology
 BIOL 411 Advanced Ecology
 BIOL 477 Marine Biology
 CHEM 231 Analytic Methods (0.50 units.)
 CHEM 330 Instrumental Analysis
 CHEM 333 Environmental Analytical Chemistry
 CONN 350 Modeling Earth's Climate
 CSCI 141 Programming for Natural Sciences
 CSCI 161 Introduction to Computer Science
 ENVS 301 Sedimentary Geology
 ENVS 303 Earth Surface Systems & Processes
 ENVS 304 Volcanology (0.50 units.)
 ENVS 305 Earth History
 ENVS 306 The Fossil Record
 ENVS 307 Introduction to Field Methods and GIS
 ENVS 310 Water Resources
 ENVS 315 Energy Resources
 ENVS 320 Environmental Geochemistry
 ENVS 324 Biogeochemical Approaches to Environmental Science
 ENVS 325 Geological and Environmental Catastrophes
 ENVS 330 Regional Field Geology
 ENVS 340 Climate Change
 ENVS 390 Directed Research
 ENVS 492 Senior Thesis
 ENVS 495 Independent Study (Variable credit up to 1.00 unit.)
 ENVS 496 Independent Study (Variable credit up to 1.00 unit.)

General Electives

AFAM/ENVP 301 Environmental Racism
 CONN 307 Hooch: The Natural and Social Science of Liquor
 ENVP 204 Learning in Nearby Nature (0.25 units.)
 ENVP 335 Thinking About Biodiversity
 ENVP 343 Buddhist Environmentalisms
 ENVP 345 Community-Based Methods for Environmental Research
 ENVP 350 Puget Sound Environmental Issues Part I: Politics and Public Participation (0.25 units.)
 ENVP 351 Puget Sound Environmental Issues Part II: Laws and Land Use Designations (0.25 units.)
 ENVP 352 Sustainability in Everyday Life (0.25 units.)
 ENVP 353 Environmental Careers and Callings (0.25 units.)
 ENVP 354 Contemplative Environments (0.25 units.)
 ENVP 355 Sacred Ecology (0.25 units.)
 ENVP 495 Independent Study (Variable credit up to 1.00 unit.)
 ENVP 496 Independent Study (Variable credit up to 1.00 unit.)
 ENVP 498 Internship
 ENVS 250 Introduction to GIS (Geographic Information Systems)
 IPE/SOAN 407 Political Ecology
 SOAN 205 Heritage of Asia: Nature, Culture, and the Politics of the Past
 SOAN 316 Cultural Politics of Global Development
 SOAN 481 Special Topics

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Earth and Environmental Science (ENVS)

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 granted to students who have received credit for GEOL 104. Offered every semester.*

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 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 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. *Offered every year.*

140 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. This course also examines the complex interactions between the development of modern human societies and global climate, and considers some projections of climate change and its effects on our planet in the next few decades. *Offered occasionally.*

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. *Cannot be audited. Offered fall semester.*

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. *Offered occasionally.*

303 Earth Surface Systems & Processes 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: Any two of ENVS 101, ENVS 105, and ENVS 140. Offered every other year.*

304 Volcanology 0.50 units. This course covers igneous rocks and the processes by which they form. Specific topics include magma formation and evolution, characteristics of igneous rocks in different tectonic settings, and the causes, styles, and impacts of volcanic eruptions. Students learn and utilize a variety of field and lab techniques including ICP analysis and thin section microscopy. *Prerequisite: Permission of the instructor. Offered occasionally.*

305 Earth History The principles, methods, and materials of stratigraphy and paleontology used to interpret the physical and biological history of the Earth. Emphasizes the classification, correlation, interrelationships, and interpretation of rock strata and of the various types of fossils that occur in these rocks. *Offered occasionally.*

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: ENVS 101, 140; BIOL 111, 112. Offered every other year.*

307 Introduction to Field Methods and GIS In this course students learn a variety of techniques that are used to locate, describe, and document features in the field. Specific topics may include navigating with topographic maps and GPS, sketching features relating to scientific endeavors, recognizing and interpreting features on topographic maps, aerial photos and lidar images, and working with ArcGIS to produce a variety of different types of maps. All-day field trips on Saturdays and/or Sundays may be required. *Prerequisite: Any one of the following: ENVS 101; BIOL 101, 112; CHEM 110, 115 or instructor permission. 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: Any one of BIOL 111, 112, CHEM 110, 115, 120, 230, ENVS 101, 140. 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. *Prerequisite: ENVP 200 or permission of the instructor. Satisfies the Experiential Learning Core Requirement. Offered occasionally.*

316 Mineral Resources and the Environment This course provides an introduction to the study of a variety of the Earth’s natural resources, and the environmental impacts of their extraction and use. The course focuses on the origin of different types of resources including metallic and non-metallic mineral deposits, and building stone. A discussion/lab session is scheduled for in-class activities, labs and field trips. Course readings center around case studies from the primary scientific literature. *Prerequisite: ENVP 200 or permission of the 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: ENVS 101 or 140, and CHEM 110, or permission of the instructor. Offered occasionally.*

324 Biogeochemical Approaches to Environmental Science A broad review of quantitative and qualitative biogeochemical methods used in the study of environmental science. The course will focus on isotopic and elemental analyses of geological and biological materials with applications to a range of questions. Examples include; energy flow, nutrient cycling, animal migration, and paleoceanographic conditions. The course readings will draw heavily upon case studies from the primary scientific literature. *Prerequisite: Any one of BIOL 111, 112, CHEM 110, 115, 120, 230, ENVS 101, 140.*

325 Geological and Environmental Catastrophes See Connections in the Core Curriculum section of this *Bulletin* for course description.

330 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 first hand. 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 the instructor. Cannot be taken Credit/No Credit. 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. *Offered occasionally.*

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 research activity to be completed, references, and a progress plan that will result in a written report and a presentation. *May be repeated for credit. Offered occasionally.*

490 Seminar 0.25 units. In this course, students explore a variety of current topics in the geosciences. The choice of topics varies from year to year, but are primarily based on current or proposed research topics being conducted by faculty and students in the department. Each student is responsible for preparing for and leading one class session; all students are responsible for thoroughly preparing for and participating in

all class sessions. *Prerequisite: ENVS 101 or 140, and one upper division ENVS course. May be repeated for credit. Offered spring semester.*

492 Senior Thesis Research and preparation of a senior thesis under the supervision of a faculty member. Public presentation of research results is required. *May be repeated for credit. Cannot be taken Credit/No Credit.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

Environmental Arts and Humanities (ENVH)

310 Global Eco-Cinema: Aesthetics and Practice What role do films play in shaping our imagination of the environment? How has cinema influenced our actions in the past, and how might it alter our actions in the future? What effect do films have in understanding non-human systems, knowledge production, or storytelling? How can an eco-critical approach to film challenge and/or subvert those assertions? Can film in particular advocate for the planet's agency? These are some of the central questions we will explore as we screen and examine the intersections between films/film-making and ecological ways of knowing from Africa, Asia, Europe, and the Americas. Through critical analysis of a variety of cinema traditions, genres, and practices, students gain exposure to films as expressions of environmental discourse and their potential as inspiration and instigators of environmental action. Students apply the tools of eco-critical cultural studies and ecologically informed approaches to cinematic practice, and to representations of the relationships that humans have with the non-human. Themes explored will vary and may include: the material ecologies of film production; cinematic ideology and affect; the eco-politics of Hollywood and its alternatives; representations of landscape, sense of place, and identity; the imperial and colonial gaze; ecological utopias and dystopias; tensions between human 'dominance' and co-existence with other species; problematizing the eco-documentary; the ever-growing climate catastrophe genre and its reactions (e.g. eco-anxiety); foodways and human (over)consumption; and Indigenous and social justice activism. *Offered occasionally.*

320 Water and Wild Nature Onboarding Course 0.25 units. This course will prepare students for a trip to sites in the Columbia River basin of significance to environmental policy decisions and future of salmon and guided rafting trip on the Middle Fork Salmon River. The partial credit course will cover safety issues, outline pertinent environmental discussions, and promote bonding. *Prerequisite: Permission of the instructor. Cannot be audited. Offered occasionally.*

Environmental Policy and Decision Making (ENVP)

200 Introduction to the Environment This is the required introductory course for the Environmental Policy and Decision Making minor/major, an interdisciplinary program designed to help students integrate their major area of study with an understanding of how individual and collective decisions interact with the environment. The course uses

approaches from the natural sciences, social sciences, and humanities to introduce the ways in which human social, political, economic, and cultural systems interact with systems in the non-human environment. The concept of “sustainability” is explored by considering the tension between the limiting principles in our world and competing human values over the question of what should be sustained for the future. *Satisfies the Experiential Learning Core Requirement. Offered fall semester.*

202 Tools in Environmental Science 0.50 units. 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 semester.*

203 Topics in Environmental Science 0.50 units. 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. *Offered spring semester.*

204 Learning in Nearby Nature 0.25 units. Most of human learning occurs across the lifespan and takes place outside of school settings. Schools are but one part of a large educational infrastructure that includes informal learning environments such as families and friends, libraries, museums, the outdoors, workplaces, community-based organizations, the media, and the Internet. Informal learning environments are powerful sites for learning because they support rich social interactions and allow people to engage their own learning goals and generate their own highly personalized understandings. Nearby nature sites like parks, green spaces and gardens can support exploration, restoration, and civic action. Students in this course examine learning and teaching in informal learning environments, in particular in nearby nature settings. Students critically examine how their own experiences and beliefs impact their engagement in nearby nature settings and how they view and define “nature.”

210 Fundamentals of U.S. Environmental Law and Policy This course provides a basic introduction to environmental policymaking in the U.S. system of government, which includes the processes by which laws, rules and regulations, agency guidelines, court decisions, and international agreements are established. The course explores several major areas of environmental concern. For each area, the class considers the human environmental impacts of concern, the political and policy history causing and addressing the concern, the way in which the current policies in this area work at various levels of government, and the way in which new legal interpretations and other forms of policy change might develop. 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. *Satisfies the Experiential Learning Core Requirement.*

253 Topics in Environmental Justice 0.25 units. 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 address strategies for activism and involvement in environmental issues. *May be repeated for credit.*

301 Environmental Racism Environmental justice can only occur with rich and complex understandings of the intersections of culture, ecology, politics, history, and community. This course seeks to understand the persistence of environmental racism in an inclusive and historicized landscape, one that considers multiple forms of knowledge and expertise and embodies the idea that imagining a more equitable, sustainable future is not possible without a grounded notion of the past and its present articulations. The course will use transdisciplinary perspectives to trace economic and environmental processes over time, situate them within rich cultural bodies of knowledge, and consider the differential impacts of inequalities on a range of regions and peoples. Students will undertake place-based case studies, examinations of broad patterns, commodity- and resource-specific process tracing, and engage with the surrounding human and natural environment. Consequently, this course demands a full critical engagement across disciplines and landscapes, and with each other and the local community. *Cross-listed as AFAM/ENVP 301. Prerequisite: ENVP 200 or AFAM 101. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

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.*

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

freshwater resources are affected by human activities at a global, national and local scale. *Prerequisite: ENVP 200 or PG 102 or PG 103. Offered occasionally.*

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. *Prerequisite: ENVP 200 or permission of instructor. Contributes to satisfying the Knowledge, Identity, and Power Core 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. *Cross-listed as ECON/ENVP 327. Cross-listed as ECON/ENVP 327. Prerequisite: ECON 101. Offered frequently.*

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.*

335 Thinking About Biodiversity See Connections in the Core Curriculum section of this *Bulletin* for course description.

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. *Prerequisite: ENVP 200, ENVP 326, and permission of the instructor. Cannot be taken Credit/No Credit. Offered occasionally.*

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 intersections both philosophically and experientially, engaging with local nature and Buddhist practice, to deepen the possibilities of understanding shared ground between the two. *Prerequisite: ENVP 200. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

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: ENVP 200 or permission of instructor. Offered occasionally.*

350 Puget Sound Environmental Issues Part I: Politics and Public Participation

0.25 units. This course familiarizes students with the variety of ways citizens engage in public decision making on environmental issues central to the health of Puget Sound. The course combines nearly 24 hours of class and field experience over the course of a single weekend (Friday evening to Sunday evening) with additional meeting hours during three weeknight meetings. Students study a single regional watershed from source to mouth, gaining an understanding of the role citizens play in shaping the environmental policy of a particular place. The class employs written case materials developed to highlight particularly successful examples of citizen engagement in environmental policy in the watershed, mini-lectures by academic experts on the relevant political and environmental contexts of the cases, discussion panels with key stakeholders and decision makers on these issues, and field experiences designed to reveal the applied context of the issues under consideration. A select number of local community members may participate in the class on a non-credit basis. *Satisfies the Experiential Learning Core Requirement.*

351 Puget Sound Environmental Issues Part II: Laws and Land Use Designations

0.25 units. This course is designed to familiarize students with environmental laws and land use designations governing selected environmental issues central to the health of Puget Sound. The course combines nearly 24 hours of class and field experience over the course of a single weekend with additional meeting hours during three weeknight meetings. Students study a single regional watershed from source to mouth to gain a place-based appreciation for the effects of laws and land use designations on the environment. The class employs written case materials developed to highlight particular environmental issues in the watershed, mini-lectures by academic experts on the relevant legal and environmental contexts, discussion panels with key stakeholders and decision makers on these issues, and field experiences designed to reveal the applied context of the issues under consideration. A select number of local community members may participate in the class on a non-credit basis. *Satisfies the Experiential Learning Core Requirement.*

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

353 Environmental Careers and Callings 0.25 units. This course provides students with opportunities to interact with environmental professionals during on-campus panels and 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. Class readings and discussion examine 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 units. 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.

355 Sacred Ecology 0.25 units. 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 units. This quarter credit 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. *May be repeated for credit. Pass/Fail Required.*

357 Environmental Challenge 0.25 activity units. 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 for credit up to 2 times. Satisfies the Experiential Learning Core Requirement. Pass/Fail Required.*

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 ENVP/PG 382. Prerequisite: ENVP 200 or PG 102 or PG 103.*

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. *Prerequisite: Environmental Policy and Decision Making minor or major; ENVP 200; two of the required three electives for the major/minor including one policy elective; and senior standing. Offered spring semester.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior standing, a contract with the supervising professor, and departmental approval. May be repeated for credit up to 4.00 units. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior standing, a contract with the supervising professor, and departmental approval. May be repeated for credit up to 4.00 units. Cannot be taken Credit/No Credit.*

497 Internship Work experience related to an academic program in environmental studies. Actual placements are determined by mutual agreement between the student and program faculty. *Prerequisite: Approval of Tutorial professor and the Internship Coordinator. May be repeated for credit.*

498 Internship Work experience related to an academic program in environmental studies. Actual placements are determined by mutual agreement between the student and program faculty. *Prerequisite: Approval of Tutorial professor and the Internship Coordinator. May be repeated for credit. Cannot be taken Credit/No Credit.*

EXERCISE SCIENCE

Natural Scientific and Mathematical Perspectives Division

Professor

Jung Kim, Chair

Gary McCall (On Leave 2024-2025)

Associate Professor

Kirsten Coffman

Michael Pohl

About the Department

The Exercise Science Department provides a scientific background which fosters critical thinking related to human health and performance in the areas of nutrition, exercise physiology, biomechanics, and neuromuscular adaptation. Students will learn about the structure and function of the human body, how changes in use affect muscle properties and function, how the body responds to exercise and nutrition, and the importance of body mechanics from both a clinical and performance perspective through coursework and laboratory experiences. Students have the opportunity to collaborate and conduct research with faculty using the department's four state-of-the-art facilities. Students who complete their degree are prepared for careers in health professions, research, and the fitness industry.

Departmental Goals

Students in the Exercise Science program:

1. Acquire both breadth and depth in their understanding of the field of exercise science through classroom and laboratory exercises;
2. Read and evaluate scientific literature, and apply research findings to broader contemporary issues in human health and performance;
3. Gain the skills to responsibly (and ethically) collect, analyze, and interpret data, and draw logical conclusions;
4. Communicate effectively through discussion, written work, and oral presentation;
5. Apply academic experiences to solve real-world problems and sustain professional growth.

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 (EXSC 336), Exercise Physiology (EXSC 329), Nutrition (EXSC 301), and Neuromuscular Adaptation (EXSC 328). In the fourth year, students will complete a Senior Capstone (EXSC 450) requiring a group research project. Additionally, students will choose one Exercise Science elective 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 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.

Requirements for the Major in Exercise Science (BS)

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. One unit at the 300 level or higher in Exercise Science that is not counted toward the major in another capacity.

Requirements for the Minor in Exercise Science

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 for the major and minor

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 each of the following prerequisite courses: EXSC 200, 221, and 222.
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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Exercise Science (EXSC)

200 Introductory Research Methods This course introduces students to the components of exercise science research including data collection and analysis skills. Health-related physical fitness is evaluated by students conducting fitness tests on one another. Students apply statistical procedures to these datasets to explore and answer questions pertaining to physical fitness measurement and evaluation. Lab writing skills are also developed in preparation for subsequent courses in the major. Additional topics include ethics pertaining to conducting human research, experimental design, and exploration of student interest within the major. *Prerequisite: MATH 160 with a grade of C or higher. Offered every semester.*

221 Human Physiology This course studies the functions of the different human systems including endocrine, muscular, nervous, circulatory, respiratory, and others. *Prerequisite: CHEM 110 or 115, and EXSC 222, all with grades of C or higher, or permission of instructor. Offered spring semester.*

222 Human Anatomy This course presents a systemic approach to studying the structure of the human body, including the skeletal, muscular, integumentary, nervous, cardiovascular, respiratory, digestive, urinary, and endocrine systems. Laboratory sessions reinforce content learned in lecture, including manipulation of anatomical

models complemented by observation of dissected human cadavers. Descriptions of important structure-function relationships are also integrated throughout the course. *Prerequisite: BIOL 111 with a grade of C or higher, or permission of instructor. Offered fall semester.*

280 Directed Research Variable credit up to 1.00 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: Permission of the instructor. May be repeated for credit up to 1.00 unit. Cannot be audited.*

301 Nutrition and Energy Balance This course provides students with the basic concepts of nutrition and exercise as they relate to health and the prevention of disease. The functions of the six essential nutrients are explored in detail with attention to their roles in metabolism, optimal health, and chronic diseases. The energy values of food and physical activity are quantified while undertaking an in-depth case study and written analysis of dietary intake and physical activity. Students 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 obesity epidemic, sport nutrition, menu planning, and nutritional needs throughout the life cycle. *Prerequisite: BIOL 101 or 111 with a grade of C or higher.*

322 Human Dissection Anatomy 0.50 units. This course provides students with hands-on laboratory experience in human cadaver dissection by expanding on content learned previously in Human Anatomy. With weekly direction from the instructor, students work in teams in the laboratory to dissect several regions of a human cadaver, which may include the muscles, nerves, and vessels of the limbs, thorax, and/or abdomen. If time permits, students may also focus on specialized areas of interest, such as a joint capsule, hand, or internal organ. Students will learn and practice proper safety practices, dissection technique, and cadaver care. *Prerequisite: EXSC 222 and permission of instructor. May be repeated for credit. Offered spring semester.*

328 Neuromuscular Adaptation This course explores the structural, cellular, and molecular changes that occur in skeletal muscle in response to changes in activity, injury, or experimental manipulation. 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 increased and decreased activity. *Prerequisite: EXSC 221 and 222, or permission of instructor. NRSC 201 is recommended.*

329 Exercise Physiology This course explores the body's acute responses and long-term adaptations to various modes and intensities of exercise. Students focus on understanding how the body's metabolic, cardiovascular, respiratory, muscular, and endocrine systems respond to the physiological stress of exercise and training. Laboratory topics include assessment of metabolic rate, cardiorespiratory fitness, ventilatory threshold, and anaerobic power. The impact of physical activity on select clinical populations is also considered. *Prerequisite: EXSC 200, 221, and 222, each with a grade of C or higher, or permission of instructor.*

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 are 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 301 and 329, or permission of instructor. Offered occasionally.*

331 Scientific Writing This class is a writing-intensive experience that will expose students to several different types of written assignments commonly completed in the scientific community. The writing includes an application for approval from the Institutional Review Board, a grant proposal, an article written from provided data, and a poster presentation. Both peers and faculty review the written submissions. Each student will present their results in a poster format. *Prerequisite: At least two of the following: EXSC 301, 328, 329, 336, or concurrent enrollment; junior or senior standing or permission of instructor. Offered occasionally.*

336 Biomechanics This course involves the study of human movement using both a qualitative and quantitative approach. The anatomical structures involved in simple and complex movements will be explored. The principles of mechanics are then applied to the study of human motion to provide an understanding of the internal and external forces acting on the body during human movement. Students will be exposed to a variety of biomechanical instruments and use them to describe and evaluate human movement. *Prerequisite: EXSC 200, 222, and PHYS 111, all with a grade of C or higher, or permission of instructor. Cannot be audited.*

380 Directed Research Variable credit up to 1.00 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: Permission of the instructor. May be repeated for credit up to 1.00 unit. Cannot be audited.*

415 Environmental Physiology This course examines the impact of various environmental stressors on human physiology, particularly as it relates to the cardiovascular, pulmonary, and renal systems during exercise. Topics include acute and/or chronic exposure to heat, cold, high altitude, and hyperbaria, as well as additional topics of student interest. The interaction of environmental stressors with clinical conditions is also explored. Students learn new physiological principles in order to understand and discuss scholarly articles on each topic. *Prerequisite: EXSC 329 or permission of instructor. Offered occasionally.*

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. *Prerequisite: EXSC 221 and 222, or permission of instructor. NRSC 201 is recommended. Offered occasionally.*

430 Special Topics in Exercise Science This course is structured to the expertise and research interests of the professor. Each topic is unique and encompasses a current issue in the field of exercise science. *Prerequisite: At least two of the following: EXSC 301, 328, 329, 336, or concurrent enrollment; junior or senior standing or permission of instructor. May be repeated for credit. 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. Students engage in 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: At least two of the following: EXSC 301, 328, 329, 336, or concurrent enrollment; junior or senior standing 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. Different approaches for studying injury biomechanics will be explored with the students responsible for leading these discussions. Students will research a specific injury condition and present their findings to the class. *Prerequisite: EXSC 336. 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 the 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 Variable credit up to 1.00 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: Permission of the instructor. May be repeated for credit up to 1.00 unit. Cannot be audited.*

490 Senior Research Thesis Experimental research is performed under the guidance and in the area of expertise of a faculty member that may include specialized topics in kinesiology/biomechanics, exercise physiology, nutrition and physical activity. Students must write a proposal that is approved by the department and the Institutional Review

Board, carry out the research, write the thesis, and orally defend it at a research symposium. Application details can be obtained from the faculty research advisor or department chair. *Prerequisite: Junior or senior standing, 2.5 GPA, and permission of instructor. Cannot be taken Credit/No Credit.*

495 Independent Study Variable credit up to 1.00 unit. Research under the close supervision of a faculty member on a topic agreed upon. Application and proposal to be submitted to the department chair and research advisor. Recommended for majors prior to the senior research semester. *Prerequisite: Junior or senior standing, 3.0 GPA, and permission of instructor. May be repeated for credit up to 2.00 units.*

EXPERIENTIAL LEARNING

Professor

Nick Kontogeorgopoulos, Dean

About the Program

For information about Experiential Learning at Puget Sound, please refer to the 'Experiential Learning' section on page ___. For information on the Experiential Learning graduation requirement, please refer to page ___.

Internships

An internship is a form of experiential learning that refers to a one-time, short-term experience related to a student's major or career interest. This experience provides students the opportunity to make connections between classroom knowledge and what they see practiced at their internship site. An internship typically occurs in an off-campus setting under the guidance and coaching of industry professionals. They can be paid or unpaid, for credit or not for credit.

The University of Puget Sound reserves the right to determine which internship sites are the best fit for Puget Sound students. The university uses the following guidelines in considering prospective internship sites. Internship sites must:

1. Offer opportunities that are compatible with Puget Sound's institutional role and mission.
2. Employ at least three full-time employees in addition to the Puget Sound intern.
3. Be fiscally solvent.
4. Not attempt to host a Puget Sound intern who is a relative or household member.
5. Have an Employer Identification Number (EIN).

A Puget Sound intern will bring value to the internship organization and we expect that the organizations are invested in the career exploration and professional development of the student. As such, a mutually beneficial, career-related experience will involve:

1. The student's education is at the center of the internship.
2. Students contribute to the organization in a value-added, meaningful way.
3. The intern receives regular and on-going feedback, coaching, and mentoring.

Eligibility

The eligibility of a student to undertake an internship is determined by Career and Employment Services and Experiential Learning Programs and Support using the following criteria:

1. Sophomore, junior or senior class standing.
2. Good academic standing.

Courses

There are two options for students wishing to undertake an internship. In all cases, an Internship Learning Agreement must be completed, signed (by the intern, the supervising instructor, and the internship supervisor), and submitted to Career and Employment Services.

1. *EXLN 296 (Internship Experience)*. This variable-credit internship seminar course is open to all students and is offered every semester. For more details, see EXLN 296 course description below.
2. *Departmental 498 (Faculty-Sponsored Internship)*. Students can develop an individualized learning plan with a faculty sponsor to connect off-campus internship site experience to study in the student's academic area of interest. Students are required to complete a contract (available at the Office of the Registrar) with the supervising professor. The learning plan includes required reading and writing assignments, a regular schedule of days and meeting times between student and faculty of at least 35 hours, and a culminating project or paper. Students receive 1 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 and the course number 498. For more information, please visit Career and Employment Services.

Credit

Only 1 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.

Co-operative Education

Through a full- or part-time employment opportunity or internship, students may earn activity credit for a paraprofessional, academically-related, off-campus experience in COOP 499 (Co-Operative Education). Within this experience, students gain relevant experience to provide context for later academic studies, extend theoretical knowledge to practical application, and achieve work-related and academic goals in preparation for their future career. Students may enroll for variable activity units from 0.25 to 1.0 unit based upon total hours to be completed in the experience. Please note that COOP 499 does not meet the Experiential Learning Graduation Requirement. For more information, please visit Career and Employment Services

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Experiential Learning (EXLN)

101 Career Awareness 0.25 units. Using a liberal arts education as a foundation, this class provides opportunity for intentional self-assessment and reflection. A career is not a destination, but rather a developmental process. In this class, students use active reflection to build awareness of different career paths and working environments as well as explore options that align best with their values, interests, and personality. The class helps students enhance their communication skills and increase their confidence while building connections, crafting a resume, and doing informational interviewing. *Pass/Fail Required. Cannot be audited.*

201 Exploring Your Experiential Learning Opportunities 0.25 units. This course aims to prepare students to apply for and engage in career-related experiences through the lens of reflective learning. Students are introduced to tools and pedagogy that will support goal setting and readiness for taking their next step along their career journey. Students participate in a series of personal reflective analyses to uncover their strengths and define their interests in order to have a meaningful career preparatory experience. Students gain individualized support through the process of finding an experiential learning opportunity that is right for them. Experiential learning fosters, among other things, civic engagement, personal growth, and leadership skills—all key components of a liberal arts education. Ultimately, students build career knowledge in their area of interest and develop the agency to move confidently toward (or away from) a career field. After completing this course, students who complete an off-campus internship or comparable experience are invited to participate in EXLN 301 (Telling Your Experiential Learning Story), where they will articulate the narrative of their experience through a showcase ePortfolio and become strong self-advocates, a skill that will benefit them in college and beyond. *Pass/Fail Required. Cannot be audited.*

240 Makerspace Experience 0.25 activity units. The Makerspace is an informal setting in the Collins Memorial Library that allows Puget Sound students, faculty, and staff the opportunity to make, create, collaborate, learn, and share. Makerspaces are defined by the makers who use them, but typically they provide the tools and space for individuals to explore, design, create, and modify physical objects in the name of art, research, or creativity. This activity credit course allows students to engage in ongoing creative projects associated with and connected to a regular academic course, under the guidance of a faculty member and the Makerspace staff. *Prerequisite: Permission of the instructor. May be repeated for credit. Pass/Fail Required. Cannot be audited.*

295 Community-Based Learning Experience Variable credit up to 1.00 unit. This course offers an intentional learning structure and cohort model for students who are engaging in community-based learning. This course integrates meaningful, community engagement with reflection and reciprocal learning. Students who are a part of the CBL Experience will have the opportunity to explore their strengths and values through the context of engagement in the local community and will explore topics related to citizenship, service, and philanthropy. Additionally, students will learn about the historical context of Tacoma and the importance of understanding place while engaging in a community. Students who take EXLN 295 will complete written reflections to articulate the narrative of their learning experience and will be asked to present at a symposium event, or comparable presentation. *Prerequisite: Participation in a community-based learning activity that is approved by Experiential Learning Programs and Support. May be repeated for credit*

up to 1.00 unit. *Satisfies the Experiential Learning Core Requirement. Pass/Fail Required. Cannot be audited.*

296 Internship Experience Variable credit up to 1.00 unit. This course provides students with an academic-oriented learning structure that informs, supports, and complements their internship. Students in this course will engage in learning in an off-campus work-related organizational setting, extend knowledge acquired elsewhere in the curriculum, learn how to create observational field notes that lead to an academic analysis of an organizational experience, and reflect upon their experience within an academic cohort-based learning context. Students will meet throughout the term to reflect on their experience and will have access to individualized coaching and guidance through the Experiential Learning Program Manager for Student and Community Engagement. *Prerequisite: Participation in an internship approved by Experiential Learning Programs and Support, and completion of a learning agreement. May be repeated for credit up to 1.00 unit. Satisfies the Experiential Learning Core Requirement. Pass/Fail Required. Cannot be audited.*

297 Study Abroad/Off-Campus Study Experience Variable credit up to 1.00 unit. This course offers an intentional learning structure and cohort model for students who are studying abroad or off campus on a Puget Sound approved program. The purpose of this course is to encourage reflection among students studying abroad/off-campus and to create a shared sense of community based on a common set of reflective questions and practices. By focusing on connections between their academic work and study abroad/off-campus experiences, students develop the skills required to communicate a narrative about their experience to others, including graduate schools and potential employers. Students in this course develop a tangible product (e.g., video, podcast, ePortfolio, slideshow, paper) articulating the narrative and value of their learning experience. *Prerequisite: Participation in a program approved by the International Education Committee and the Office of International Programs. May be repeated for credit up to 1.00 unit. Satisfies the Experiential Learning Core Requirement. Pass/Fail Required. Cannot be audited.*

298 Summer Research Experience Variable credit up to 1.00 unit. This course offers an intentional learning structure and cohort model for students who are engaging in independent summer research. Students who take this course meet regularly throughout the term to share about and reflect on their experience. Students are supported individually by a faculty mentor, in a small cohort with a similar disciplinary focus or project structure, and by engaging with the larger, interdisciplinary community. Students in this course develop a tangible product (e.g., video, podcast, ePortfolio, slideshow, paper) articulating the narrative and value of their learning experience that will be shared within their cohort meetings. Students also develop a conference-style poster to capture the process and outcomes of their research, scholarship or creative work. These posters are presented at an on-campus symposium. *Prerequisite: Participation in a research project approved by Experiential Learning Programs and Support. May be repeated for credit up to 1.00 unit. Satisfies the Experiential Learning Core Requirement. Pass/Fail Required. Cannot be audited.*

301 Telling Your Experiential Learning Story 0.25 units. Students who have completed an approved experiential learning activity may enroll in the Experiential Learning Seminar. In this course, students engage in a series of reflective conversations aimed to create space where they can articulate and refine their narratives surrounding an experiential learning activity, while learning from each other. This course

offers continued career preparation, professional development advice, and support for students who are applying for their next internship, job, volunteer, or leadership experience. This course culminates with the creation and presentation of a showcase ePortfolio. At the end of this course, students are able to move confidently toward or away from a chosen career path and have the ability to confidently articulate what they have learned through their experience and how it has informed their goals moving forward. *Prerequisite: Students must have completed a relevant community-based learning, internship, study abroad/off-campus study, or summer research experience approved by Experiential Learning Programs and Support. Satisfies the Experiential Learning Core Requirement. Pass/Fail Required. Cannot be audited.*

401 Career Launch 0.25 units. This class provides the opportunity for students to reflect upon themselves and apply this knowledge to career options as well as take active steps toward a future career choice. Designed for individuals who are refining and focusing on career options and 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. Students will explore how to utilize skills, strengths, and interests in pursuing work, education, or other opportunities that they hope to engage with after graduation from Puget Sound. *Prerequisite: Junior or Senior standing. Credit will not be granted to students who have received credit for CRDV 301. Pass/Fail Required. Cannot be audited.*

FREEDOM EDUCATION PROJECT PUGET SOUND

About the Program

Faculty from the University of Puget Sound and students in the Washington Corrections Center for Women (WCCW) founded the Freedom Education Project Puget Sound (FEPPS) in 2011. It has been a Signature Initiative of the university since 2015. Our mission is to offer a rigorous college program to incarcerated people in WCCW, build pathways to further education upon release, and create institutional connections between the university and WCCW. The Bachelor's degree program in Liberal Studies is one of six serving incarcerated people in a prison designated for women nationally. The program builds upon the existing FEPPS Associate of Arts degree. The Puget Sound-FEPPS BA program furthers Puget Sound's strategic goals around inclusion and access, diversity, connections with the community, and high impact engagement.

The Liberal Studies program leads to a major that allows students to explore broad themes essential to a liberal arts education. The central question of the major is "How do we know what we know?" This question allows students to address the following: Who counts as experts? What is a valid question? What is evidence, and what counts as evidence for different fields? How do we know things from different disciplinary perspectives? Why do people believe what they believe? How does knowledge become codified?

Each course in the major addresses these questions through 3 broader themes:

1. Politics, Justice and Power
2. Technology and Society
3. Creativity, Myth-Making and Resistance

These themes allow students to consider fundamental questions about knowledge production, to understand how others answer those questions, and to develop their own answers. Students take classes across each of three disciplinary areas' social sciences, humanities and fine arts, and natural sciences and mathematics. Additionally, students work to understand how the tools of the disciplinary areas assist in the exploration of the thematic areas. All students take the Liberal Arts and the Construction of Knowledge class, in which students develop the writing, analytic, and research skills necessary to be successful in the major and beyond. This class also introduces students to some of the themes. Students then take the Bridge class that will allow them to explore how the different disciplinary approaches offer ways of understanding and building knowledge, as well as to choose the themes they wish to explore in their major. The Liberal Studies major culminates in the Capstone class that is designed to build on students' coursework and requires a major research project exploring their selected themes from multiple disciplinary perspectives.

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 in Liberal Studies (BA)

Students admitted to the Puget Sound-FEPPS BA program will have an AA degree from Tacoma Community College; their 96 credits will transfer, as is customary, as 15 units towards the Puget Sound degree. Students in the Puget Sound-FEPPS BA program will complete all Puget Sound graduation and core requirements. The University of Puget Sound admits a BA cohort of 10 to 12 students in prison, every 2-3 years. The time to degree is 3 years to complete 17 courses (2 to 3 courses per semester). The Liberal Studies major will use a "scaffold" to create cohesiveness, intellectual coherence, and structure.

A Bachelor of Arts in Liberal Studies Degree consists of the following:

1. 15 transfer units
2. 3 units to fulfill Puget Sound Core courses (Seminar in Scholarly Inquiry 2, Artistic Approaches, and Connections)
3. Foreign Language and Knowledge, Identity, and Power graduation requirements, to be fulfilled through AA coursework and overlay with other classes.
4. 10.5 units for the Liberal Studies Major
 - LBST 310
 - Two courses in the Social Sciences
 - Two courses in the Humanities
 - Two courses in the Natural Sciences or Mathematics
 - Two courses in ONE of the above areas
 - LBST 390 (.5 units)
 - LBST 490
5. 3.5 units of electives
6. 3 units of upper-division coursework outside of the Liberal Studies major requirements. These units may be courses satisfying core or elective requirements, provided the courses are not applied to major requirements.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Liberal Studies (LBST)

310 Liberal Arts and the Construction of Knowledge The Liberal Arts and the Construction of Knowledge course is the introductory course for the Liberal Studies Major. It introduces students to a liberal arts education as well as to the questions, processes, and tools of interdisciplinary and multidisciplinary inquiry. The course helps students to be able to define the differences and overlaps between epistemological frameworks in the natural sciences and mathematics, the social sciences, and the humanities and arts and see how those frameworks get translated into specific methodological tools in various disciplines. *Prerequisite: Admission to the Puget Sound-FEPPS BA program. Cannot be audited.*

390 Bridge Course 0.50 units. This course allows students, in consultation with the professor, to complete a contract for their major. The class revisits some ideas about the core of various disciplines and allows students to engage in cross-disciplinary research. Students identify themes, as well as particular questions and/or methodological comparisons, that create connections between their course work. They reflect on their intellectual trajectories through discussion and class assignments—including the development of a possible proposal for their capstone project. *Prerequisite: Admission to the Puget Sound-FEPPS BA program. Cannot be audited.*

490 Liberal Studies Capstone The purpose of this seminar is to provide students with guidance and a supportive environment in which to pursue an independent research project that will serve as the culmination of their BA in Liberal Studies. The culmination of the seminar is a 25-30 page research essay in which students identify a research topic drawing on issues that have emerged in a constellation of their courses, design a research question, research the topic, and advance an independent argument about it. Students present their projects orally to a public audience. *Prerequisite: Admission to the Puget Sound-FEPPS BA program. Cannot be audited.*

FRENCH AND FRANCOPHONE STUDIES

Artistic and Humanistic Perspectives Division

Professor

Diane Kelley, Chair

Associate Professor

Rokiatou Soumaré

About the Department

Studying another 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 different culture through its language as an essential part of a liberal arts education. The French and Francophone Studies Department offers distinct majors that combine the study of language, culture and literature with international affairs and other interdisciplinary emphases 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 the department are specialists in French and Francophone 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 and Francophone 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 and Francophone 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 environment. 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 and Francophone 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 and Francophone 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 minor.

Credit is accepted from endorsed programs in Nantes, Paris, and Madagascar. 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 faculty 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 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 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.

Study Abroad and Senior ePortfolio:

All majors in the French and Francophone Studies department are required to:

1. Complete a semester of study abroad in a department-approved program. 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 15 of their senior year. When students declare a French and Francophone 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:

All French Language Studies, French Literary Studies, French Comparative Literature, French Culture and Francophone Culture majors are required to submit a senior paper to satisfy graduation requirements for the major by April 15. An explanation of this requirement is available on the department home page.

Requirements for the Major in French Language Studies (BA)

Eight units in French at the 201 level or above, to include:

1. Two units at the 300 level and above, one of which must be taken at the Tacoma campus during the senior year. Only one of FREN 300 and FREN 310 can apply to the French Language Studies major.

Requirements for the Major in French and Comparative Literature (BA)

Eleven units:

1. Eight units in French at the 201 level or above, to include:
 - FREN 300 or 310 (only one of these two courses may count toward the French Comparative Literature major)
 - Two additional units of French at the 300 level or higher, one of which must be at the 400 level. One of these courses must be taken at the Tacoma campus during the senior year.
2. Three units from courses in 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 Major in French Cultural Studies (BA)

Ten units in French at the 201 level or above to include:

1. Three courses at the 300 level and above, one of which must be at the 400 level. One of these courses must be taken at the Tacoma campus during the senior year.
2. At least three of the following French courses: 210, 220, 235, 240, 250, 270, 310. FREN 280, 350, 380, and 480 may count toward this requirement with approval of the department chair.

Requirements for the Major in Francophone Cultural Studies (BA)

Ten units in French at the 201 level or above to include:

1. Three courses at the 300 level and above, one of which must be at the 400 level. One of these courses must be taken at the Tacoma campus during the senior year.
2. At least three of the following French courses: 220, 260, 270, 330, 340, 381, 392. FREN 280, 350, 380, and 480 may count toward this requirement with approval of the department chair.

Requirements for the Major in French Language/International Affairs (BA)

1. Eight units in French at the 200 level or above to include:
 - FREN 240
 - 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.
2. Three units in International Politics
 - PG 103
 - 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, 340.

3. Three units in International Business or Economics

- Three units from: ECON 101, 240, 268, 271; BUS 305, 310, 370, 435 (prerequisite 315), 475; IPE 205, 321. Only one IPE course may count toward the FLIA major.

Refer to home departments regarding prerequisites for all courses having other than the FREN designation. For example, PG 321 has a prerequisite of PG 102.

Requirements for the Minor in French

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. No course taught in English may count for the minor without chair approval.

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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

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.

French (FREN)

101 Beginning French Introduction to the fundamentals of French and focus on the development of comprehension, speaking, reading, and writing. Emphasis is placed on active communication. Taught in French. *Contributes to satisfying the Language Core Requirement. Offered fall semester.*

102 Beginning French Introduction to the fundamentals of French and focus on the development of comprehension, speaking, reading, and writing. Emphasis is placed on active communication. Taught in French. *Prerequisite: FREN 101 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

201 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. Taught in French. *Contributes to satisfying the Language Core Requirement. Offered fall semester.*

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. FREN 202 or above required for study in a French-speaking abroad program. Taught

in French. *Prerequisite: FREN 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

205 French Current Events 0.25 units. 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. Admission to the course will be based on appropriate level of spoken and reading French. This course does not count toward a major or minor in French. This course does not contribute to satisfying the foreign language graduation requirement or the post-intermediate language requirement for study abroad in a francophone country. May be repeated once for credit (.5 units total). Taught in French. *Prerequisite: FREN 202 or equivalent. May be repeated for credit up to 2 times. Offered fall semester.*

220 French Pop Culture This course studies how popular French culture, drawing from a rich and complex tradition heavily influenced by mass media, permeates contemporary French society. It is manifest in various cultural artifacts such as gastronomy, clothing, consumption, and entertainment. This course examines the boundaries between high and low culture, the various postmodern approaches that challenge the definitions of French mass culture, and the claims that pop culture trivializes and commercializes values. Taught in French. *Prerequisite: FREN 202 or equivalent. Contributes to satisfying the Language Core Requirement. 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. Taught in French. *Prerequisite: FREN 202 or equivalent. Contributes to satisfying the Language Core Requirement. 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. Taught in French. *Prerequisite: FREN 202 or equivalent. Contributes to satisfying the Language Core Requirement. 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. Taught in French. *Prerequisite: FREN 202 or equivalent. Contributes to satisfying the Language Core Requirement. Offered every other year.*

245 Women Writers of the Francophone Diaspora In this course, students analyze modern literature by women from francophone diaspora. This course focuses on increasing cultural competency and allows students to read in translation three novels and a play from francophone women writers. Students examine writings from Senegal, Haiti, Quebec

and France/Morocco that address issues of personal autonomy, female creativity, social constraints, and cliché of sexual identity. The course also draws from the work of some francophone female cineastes, such as Mati Diop's 2019 drama *Atlantics*. Although students read the work in translation, class instruction is entirely in French. Taught in French. *Prerequisite: FREN 202. Contributes to satisfying the Language Core Requirement. 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. Taught in French. *Prerequisite: FREN 202 or equivalent. Contributes to satisfying the Language Core Requirement. 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 is mainly on various aspects of cultures of Quebec, Francophone Africa, and the French Caribbean, and ends with an examination of the Francophone postcolonial context. Taught in French. *Prerequisite: FREN 202 or equivalent. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Contributes to satisfying the Language Core Requirement. 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-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. Taught in French. *Prerequisite: FREN 202 or equivalent. Contributes to satisfying the Language Core Requirement. Offered every other year.*

280 Topics in French/Francophone Culture This 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; blogging; reviews of film, art, or books; web page design; ePortfolios; etc. Semester coursework will be informed by a French or Francophone cultural topic and will explore some particularly advanced grammar points. Taught in French. *Prerequisite: FREN 202 or equivalent. Contributes to satisfying the Language Core Requirement. 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. Taught in French. *Prerequisite: FREN 202 or equivalent. One additional 200-level French course recommended. Contributes to satisfying the Language Core Requirement. Offered every other year.*

310 Introduction to French Short Fiction Through the Ages This course will present 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 majors. Taught in French. *Prerequisite: FREN 202 or equivalent. One additional 200-level French course recommended. Contributes to satisfying the Language Core Requirement. Offered every other year.*

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. Taught in French. *Prerequisite: FREN 202 or equivalent. One additional 200-level French course recommended. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

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. Taught in French. *Prerequisite: FREN 202 or equivalent. One additional 200-level French course recommended. Contributes to satisfying the Language Core Requirement. 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. Taught in French. *Prerequisite: FREN 202 or equivalent. One additional 200-level French course recommended. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Contributes to satisfying the Language Core Requirement. Offered every other year.*

350 French/Francophone Major Authors This course is a critical examination of the works of one French or Francophone author, or multiple closely related authors, whose works greatly influenced the literary, political or cultural history of their time. Taught in French. *Prerequisite: FREN 202 or equivalent. One additional 200-level French course recommended. Contributes to satisfying the Language Core Requirement. 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. Taught in French. *Prerequisite: FREN 202 or equivalent. One additional 200-level French course recommended. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

381 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 in their assignments in French. Other students read and turn in their assignments in English. This class explores African women writers and critics, looking at their theoretical priorities and cultural positions. This course is designed to provide students with 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 allows students to decipher the nuances of women's experiences and the diversity of African societies. A contrast is made with Western feminist traditions. Authors include Chimananda Ngozi Adiche (Nigeria), Mariama Ba (Senegal), Assia Djebar (Algeria), Buchi Emecheta (Nigeria) and Tsitsi Dangarembga (Zimbabwe). The discussion focuses on issues of identity, oppression, tradition, resistance, exile, language, and colonialism. Taught in English. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Contributes to satisfying the Language Core Requirement. *Offered every other year.*

392 African Film Taught in English, FREN 392 examines a diverse selection of sub-Saharan African films spanning from 1967 to 2019. The course gives an overview of African cinema and considers how African cinema has evolved from a technical and financial standpoint. Students will also explore the shift introduced by Nollywood as well as digital media and streaming platforms. The course also investigates the dominant social and political issues at the heart of African cinematography, exploring the following questions: How are African filmmakers addressing colonialism and its legacy? What role does gender play in African cinema? How do filmmakers address gender, sexuality and tradition? How do they portray postcolonial African realities? What particular myths do African filmmakers use and how? How has Nollywood transformed African films? What is the impact of streaming platforms on African filmmaking? *Offered frequently.*

420 Classicism and 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. Taught in French. *Prerequisite: FREN 300 or 310 or equivalent. Contributes to satisfying the Language Core Requirement. Offered frequently.*

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. Taught in French. *Prerequisite: FREN 300 or 310 or equivalent. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

440 French Fiction of the Twentieth Century An intensive study of the major themes, forms, and techniques in modern French literature. Taught in French. *Prerequisite: FREN 300 or 310 or equivalent. Contributes to satisfying the Language Core Requirement. 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. Taught in French.
Prerequisite: FREN 300 or 310 or equivalent. Contributes to satisfying the Language Core Requirement. Offered frequently.

480 Seminar in French / Francophone Literature Synthesis of various aspects of literary studies. Topics to meet special needs. *Since content changes, this course may be repeated for credit.* Taught in French.
Prerequisite: FREN 300 or 310 or equivalent. May be repeated for credit. Contributes to satisfying the Language Core Requirement. Offered frequently.

495 Independent Study Variable credit up to 1.00 unit. 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. Taught in French. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. Taught in French. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

GENDER AND QUEER STUDIES PROGRAM

Artistic and Humanistic Perspectives Division

Associate Professor

Laura Krughoff, Director

Visiting Assistant Professor

Heather White

Advisory Committee

Greta Austin, Religion, Spirituality, and Society
 Regina Duthely-Barbee, English (On Leave Fall 2024)

Advisory Board

Tanya Erzen, Religion, Spirituality, and Society (On Leave Spring 2025)
 Melvin Rouse, Psychology

Affiliated Faculty

Gwynne Brown, School of Music
 Monica DeHart, Sociology and Anthropology
 Sara Freeman, Theatre Arts (On Leave Spring 2025)
 Suzanne Holland, Religion, Spirituality, and Society (On Leave Spring 2025)
 Jairo Hoyos Galvis, Hispanic Studies (On Leave Fall 2024)
 Priti Joshi, English
 Alisa Kessel, Politics and Government
 Sam Kigar, Religion, Spirituality, and Society
 Ha Jung Lee, Religion, Spirituality, and Society (On Leave Fall 2024)
 Sam Liao, Philosophy
 Jennifer Neighbors, History
 Brett Rogers, Greek, Latin, and Ancient Mediterranean Studies
 Renee Simms, African American Studies
 Katherine Smith, History (On Leave Fall 2024)
 Rokiatou Soumaré, French and Francophone Studies
 Alison Tracy Hale, English (On Leave Spring 2025)
 Jennifer Utrata, Sociology and Anthropology
 Stacey Weiss, Biology (On Leave 2024-2025)

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 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.

Requirements for the Major in Gender & Queer Studies (BA)

Completion of a minimum of eight units, to include:

1. GQS 201 (introductory survey)
2. GQS 360 (theory and methods course)
3. GQS 494 (thesis course)
4. Transnational/International/Diasporic/Cross-Cultural Perspectives (marked with *T in the list below) Note: Courses approved for both *T and *I can fulfill either requirement, but not both requirements.
5. Intersectionality (marked with *I in the list below) Note: Courses approved for both *T and *I can fulfill either requirement, but not both requirements.
6. At least three electives (see list below)
7. Experiential Learning Milestone to be satisfied by completing GQS 498, REL 307, or an approved EXLN 360 internship as one of the three electives, or with a non-credit bearing internship or experience approved by the GQS Program Director.

Requirements for the Minor in Gender & Queer Studies

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 electives (see list below)

Notes for the major and minor

1. GQS 201 and GQS 360 are prerequisites for GQS 494.
2. No more than three classes at the 200-level may satisfy the major requirements.

3. A maximum of two courses used to meet the requirements of the GQS major or minor may also be used to satisfy the requirements of another major or minor.

Transnational/International/Diasporic/Cross-Cultural Perspectives

ARTH 310 Women, Gender, and Art, 1500-2000
BUS 493 Special Topics
FREN 381 African Women Writers Can fulfill this requirement or the Intersectionality requirement, but not both.
GLAM 323 Sex and Gender in Ancient Greece and Rome
HIST 305 Women and Gender in Pre-Modern Europe
HIST 349 Women of East Asia
LTS 375 Queer-Latinx: Art, Sex, and Belonging in America
MUS 223 Women in Music
PG 385 Feminist Approaches to International Relations
REL 323 Gender and Sexuality in Muslim Societies
SOAN 304 Gender and Sexuality in Japan
SOAN 315 Identity Politics in Latin America
SOAN 316 Cultural Politics of Global Development
SOAN 318 Gender, Work, and Globalization
SPAN 323 Iberian Feminisms in Transatlantic Dialogue
SPAN 414 The Returning Resistance: Memory, Gender, and Nationalisms in Spain

Intersectionality

AFAM 101 Introduction to African American Studies
AFAM 305 Black Fictions and Feminisms
AFAM 355 African American Women in American History
ENGL 379 Special Topics in Theory Contemporary Black Feminist Theory
FREN 381 African Women Writers Can fulfill this requirement or the Transnational/International/Diasporic/Cross-Cultural Perspectives requirement, but not both.
PG 345 Intersectionality as Theory and Method

General topics

BIOL 102 Evolution and Biology of Sex
CONN 340 Gender and Communication
CONN 354 Hormones, Sex, Society, & Self
ECON 244 Gender, Race, and the Economy
ENGL 206 Literature by Women
ENGL 346 Jane Eyre and Its Afterlives
ENGL 365 Gender and Sexualities
ENGL 381 Major Authors Jane Austen, The Brontes, OR Katherine Mansfield
GQS/REL 215 Religion and Queer Politics
GQS 220 What is Queer? The Politics and Practices of Fashioning the Self
GQS 291 Gender Studies Publication (0.25 activity units.)
GQS 310 Let's Talk about Sex
GQS 320 Queerly Scientific: Exploring the Influence of Identity on Scientific Knowledge Production Satisfies the Connections core requirement. Satisfies the Knowledge, Identity, Power graduation requirement.
GQS 340 Feminist and Queer Methodologies
GQS 360 Genealogies and Theories: Gender, Feminist, and Queer Theories
GQS 494 Gender Research Seminar

LTS 200 Latina/o America: A Critical Introduction to Latina/o Studies
PSYC 250 Human Sexuality
REL 298 Reproductive Ethics
REL 303 Sexuality and Religion
REL 307 Prisons, Gender and Education
REL 321 Sexuality & Christianity: Then and Now
REL 368 Gender Matters
SOAN 202 Families in Society
SOAN 212 Sociology of Gender

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Gender and Queer Studies (GQS)

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 feminism, 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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every semester.*

215 Religion and Queer Politics What has been the role of religion in lesbian, 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. *Cross-listed as GQS/REL 215. Offered occasionally.*

220 What is Queer? The Politics and Practices of Fashioning the Self This course explores "queer" as an open question rather than a stable set of identities, asking: what kinds of bodies, desires, histories, and politics does queer describe? Students consider the complexity of queer identities and investigate the social and historical processes of identity construction. The class asks, with insights from queer theory: What governs the formation of legible social identities? What dynamics of erasure and illegibility accompany these formations? This course takes up these questions with attention to "queer self-fashioning," asking: How have "queer" identities and communities defined themselves—and been defined—in and through clothing and style? While clothing and fashion might seem to typify personal and a-political work, our inquiry

explores the politics of self-fashioning: How is the fashioned body governed by laws, policies, and social norms? How has style played an important role in collective movements of dissent and social change? Students also explore these questions through a guided, hands-on project: each student will sew a wearable garment as a process of tactile meditation on the material, time, labor, and creativity involved in queer self-fashioning. *Prerequisite: Permission of the instructor. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

291 Gender Studies Publication 0.25 activity units. Gender Studies Publication is an activity credit for participation in a campus publication of literary and artistic materials related to questions of gender and sexuality. *May be repeated for credit. Pass/Fail Required. Offered every year.*

310 Let's Talk about Sex What does it mean to study sexuality? Does one's sexual identity change over time? 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. Cannot be audited. Offered occasionally.*

320 Queerly Scientific: Exploring the Influence of Identity on Scientific Knowledge Production See Connections in the Core Curriculum section of this *Bulletin* for course description.

360 Genealogies and Theories: Gender, Feminist, and Queer Theories This course surveys the history/ies 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, requires them to read, think, speak, and write critically about these theories; and encourages them 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, (standpoint) epistemology, anti/essentialism, discourse, performativity, gender, femininity, masculinity, sexuality, embodiment, and cyborgs. *Prerequisite: GQS 201 or permission of instructor. Offered every year.*

366 Disorienting Histories: Reproductive Justice in the Post-Roe United States For fifty years the decision in Roe prevented states from criminalizing or outlawing abortion, though restrictions placed upon a person seeking to terminate a pregnancy varied widely from state to state. Now, in a post-Roe world, abortion bans are proliferating across the country. This course draws upon the expertise of faculty members from across our campus as we seek to understand the deep history of abortion, abortion restrictions, coerced reproduction, and other state interventions in people's sexual and reproductive lives. We will tackle the past, present, and future of reproductive freedom and how it has and will be imbricated in other fights for justice. *Cannot be audited. Offered occasionally.*

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 360, GQS minor or major, or permission of instructor. Offered every year.*

495 Independent Study Variable credit up to 1.00 unit. Research under the close supervision of a faculty member on a topic agreed upon. Application and proposal to be submitted to the program director with support from the faculty research advisor. Recommended for majors prior to the senior research semester. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. Research under the close supervision of a faculty member on a topic agreed upon. Application and proposal to be submitted to the program director with support from the faculty research advisor. Recommended for majors prior to the senior research semester. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship in Gender and Queer Studies One of the four learning objectives for GQS students is to integrate feminist, gender and queer analysis into educational and activist practices, both in (a) students' research, writing and classroom interactions and in (b) public scholarship, activism, and everyday life. This internship fulfills (b) of this learning objective. Students will identify an internship with a community or government agency dealing with issues relevant to gender, feminism, or sexuality, such as the Rainbow Center of Tacoma. Students will take fieldnotes, write five reflection papers (one every other week), and complete a polished reflection paper at the conclusion of the internship. Students will create an e-portfolio to document their learning experience, including the following: learning objectives, weekly fieldnotes, internship responsibilities, work products, and their takeaways from the experience. Students must meet every other week with their supervisor (a member of the GQS Advisory Board and/or the Director of GQS). Students must participate in a minimum of 120 internship hours and attend the course. Taken during the junior or senior year. Internships may be self-determined or located through Career and Employment Services or Experiential Learning. All students must complete and file a learning agreement in the Department of Experiential Learning. *Prerequisite: GQS 201 and approval of the Gender and Queer Studies Director and the Department of Experiential Learning. Pass/Fail Required. Cannot be audited.*

GERMAN STUDIES

Artistic and Humanistic Perspectives Division

Associate Professor

Kristopher Imbrigotta, Chair
Visiting Assistant Professor
Kirsten Christensen

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 and Environmental Arts & Humanities. 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. 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-five!

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 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.

Requirements for the Major in German Studies (BA)

1. A minimum of eight units to include
 - 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 seven units in German Studies above GERM 102.
 - One unit, taught in German at or above GERM 350, to be taken during the senior year.
 - No more than three units taught in English (GERM 290-299, 390-399, 490-499, 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 Major in German and East European Culture and History (BA)

1. A minimum of ten units to include
 - Proficiency in elementary and intermediate German demonstrated by completing GERM 101-102 and GERM 201-202 or by successful completion of higher level.
 - HIST 102 or 103
 - GERM 350, 360, or 380
 - At least four units from GERM 365, 389, 391, 392, 394, 395, 399, 420, 425, 450, 480; CONN 330, 333; HIST 224, 311, 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

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.
2. At least four units in German Studies above GERM 102 to include at least one unit, taught in German, at or above GERM 350.
3. No more than one unit taught in English (GERM 290-299, 390-399, 490-499, CONN 330) may count toward the minor.

Notes for the major and minor

1. 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, a summer internship, 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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

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.

German (GERM)

101 Elementary German Classroom and laboratory practice to develop basic listening, speaking, reading, and writing skills. 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). Taught in German. *Contributes to satisfying the Language Core Requirement. Offered fall semester.*

102 Elementary German Classroom and laboratory practice to develop basic listening, speaking, reading, and writing skills. 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). Taught in German. *Prerequisite: GERM 101 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

201 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. 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). Taught in German. *Prerequisite: GERM 102 or permission of instructor. Contributes to satisfying the Language Core Requirement. Offered fall semester.*

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. 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). Taught in German. *Prerequisite: GERM 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

210 Advanced Grammar Tutorial in German 0.25 units.

This course is designed for students at any level above German 102 who wish to gain further practice with various targeted advanced grammar topics in German. May be taken concurrently with other GERM courses as a supplement. Content will vary with instructor and needs of students. May be repeated once for credit. GERM 210 does not count toward major or minor requirements. Taught in German. *Prerequisite: GERM 102. May be repeated for credit. Pass/Fail Required. Cannot be audited.*

215 Advanced Discussion Lab in German 0.25 units. This course is a .25 unit academic lab course designed for students at any level above GERM 215 who wish to gain further practice with spoken German who are currently enrolled in a course whose language is English. May be taken concurrently with other German Studies courses as a supplement to other coursework. Content may vary with instructor and needs of students. GERM 215 does count toward major or minor requirements. GERM 215 may be repeated once for credit (.5unit total). Taught in German. *May be repeated for credit. Offered occasionally.*

299 Experiential Teaching Practicum in German 0.25 activity units.

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. Taught in German. *Prerequisite: German major or minor with junior or senior standing. May be repeated for credit. Pass/Fail Required. Cannot be audited.*

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. The course begins with the immediate post-WWII era and continues 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, students' 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? May be taught in German or English. Taught in English. *Cross-listed as GERM 350/350. Contributes to satisfying the Language Core Requirement. Offered every other year.*

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. The course begins with the immediate post-WWII era and continues 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, students' 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? May be taught in German or English. Taught in German. *Cross-listed as GERM 350/350. Contributes to satisfying the Language Core Requirement. Offered every other year.*

355 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, colonial ambitions, art and architecture, gender roles and family, and consumer culture. Taught in English. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Contributes to satisfying the Language Core Requirement. Offered every other year.*

356 Becoming Modern: Art and Media in Weimar Germany This course explores the words, actions, thoughts, and feelings during one of the most tumultuous periods of early twentieth century cultural history. The course treats a wide variety of materials with a focus on the fascinating and groundbreaking innovations in visual and performing arts, material culture, and urban planning and architecture that relate to

turn-of-the-century Europe, World War I, Weimar Germany, and the rise of German National Socialism. Taught in English. *Contributes to satisfying the Language Core Requirement. Offered occasionally.*

360 German Cultural History and Politics, 1871-Present No one can hope to comprehend the challenges Germany faces today without confronting the triumphs and tragedies of the German past. Questions of sovereignty and individual freedom, as argued by bloggers and in the press, acquire supreme significance when viewed in light of Germany under Bismarck, the failure of the Weimar Republic, the nightmare of National Socialism, forty years of division, the Pandora's box of unification, and Germany's crucial role in the European Union. Students study the evolution of the German political system even as they develop the basic vocabulary of history and politics. Taught in German. *Prerequisite: GERM 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

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 to explore the 40 years of divided Germany, including tensions that continued 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. Taught in German. *Prerequisite: GERM 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Cannot be audited. Offered occasionally.*

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. Taught in German. *Prerequisite: GERM 202 or equivalent. Contributes to satisfying the Language Core Requirement.*

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. Taught in German. *Prerequisite: GERM 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.*

389 Topics in German Studies This course is designed to engage students with various aspects of German Studies at the upper-division level. Course topic and content will vary by author, genre, and medium based on departmental needs and course instructor. Because course content varies, this course may be repeated once for credit. Taught in German. *Prerequisite: GERM 201 or permission of the instructor. May be repeated for credit. Contributes to satisfying the Language Core Requirement.*

390 Advanced Topics in German Studies This course offers students a deeper analysis of literary and cultural studies taught in English. No prior knowledge of German is required. Course may be taken twice for credit, as content may change with the instructor. Taught in English. *May be repeated for credit. Offered occasionally.*

392 Introduction to Germanic Linguistics This course offers an introduction to basic grammatical concepts, terminology, and linguistics of Germanics with emphasis on the relationship between German and English. The course provides an overview of IPA transcription, phonology, morphology, etymology, syntax, and a linguistic approach to the history of Germanic languages and peoples in Northern and Central Europe through social contact and migration. Languages covered may include Old, Middle, and New High German; Old and Middle English; Frisian; Dutch and Afrikaans; Old Saxon; Old Norse (modern Icelandic); and Yiddish. Prior knowledge of German is required. No prior knowledge of general linguistics and/or language history is assumed. Taught in English. *Prerequisite: GERM 202 or permission of the instructor.*

395 Holocaust in Contemporary Cinema As a response to the horrors and destruction throughout Europe after World War II, the German-Jewish philosopher Theodor Adorno posited in 1949 that to write poetry after Auschwitz is “barbaric.” In the decades that followed this now infamous and often misinterpreted dictum, it was a common belief that the systematic discrimination and mass extermination of European Jews and “undesirables” could not be represented, rationalized, or imagined. Despite this, there has been a steady stream of cinematic representations of the Holocaust extending through today. This course examines how these fictional and non-fictional stories are told mainly through film, starting at the end of World War II. Of particular interest is how filmmakers from Germany—the land of the “perpetrators”—try to make sense of these senseless events. During the first unit of the course, students engage with various theoretical and literary texts from contemporary writers and artists for context and background. Then, using a series of contemporary films from Europe, the US, and Israel, we will discuss different genres of Holocaust cinema. Class time will be a combination of discussion and short lectures in a supportive environment that will place films and readings in their respective cultural, social, and political contexts. No previous coursework in film studies or German is required. Taught in English. *Offered occasionally.*

410 Novellas of the 19th and early 20th Centuries The history, theory, and development of the literary genre Novella, 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. Taught in German. *Prerequisite: GERM 202 or equivalent. Contributes to satisfying the Language Core Requirement. 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. Taught in German. *Prerequisite: GERM 201 or permission of the instructor. May be repeated for credit up to 2 times. Contributes to satisfying the Language Core Requirement. Offered every other year.*

420 Nobel-Prize-Winning Authors Students read a selection of works by German, Austrian, Swiss, and Romanian Nobel-prize-winning authors, including Gerhart Hauptmann, Thomas Mann, Hermann Hesse, Nelly Sachs, Heinrich Böll, Günter Grass, Elfriede Jelinek, and Herta Müller. Taught in German. *Prerequisite: GERM 202 or equivalent. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

425 Nature and Human Being in the Anthropocene This seminar introduces key themes and concepts in contemporary German-speaking literature and cultural studies with a focus on the role of human-nature interactions. Students examine contemporary issues and questions such as: How can we better understand climate change and its effects and develop systemic / planetary thinking according to proper scales (space, size, time)? How can we talk about our way of life and reflect on globalization, consumption, capitalism, civilization, alienation, and exploitation? What does it mean to be ‘human’ and how are we responsible for affecting / degrading the earth? What is the ‘non-human’ and how do these concepts interact? What is the ‘Anthropocene’ and is such a title really appropriate for our human-driven geological age? Does this require a completely new conception of history, memory, or knowledge? How do we define concepts such as nature, conservation, entanglement, connectedness, sustainability, resilience, and habitability within our current moment? How are social justice and feminism related to climate change? Taught in German. *Contributes to satisfying the Language Core Requirement. Offered occasionally.*

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. Taught in German. *Contributes to satisfying the Language Core Requirement. Offered every other year.*

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. Taught in German. *Contributes to satisfying the Language Core Requirement. Offered occasionally.*

480 Seminar in German Literature Synthesis of various aspects of literary studies. *Since content changes, this course may be repeated for credit.* Taught in German. *May be repeated for credit. Contributes to satisfying the Language Core Requirement.*

495 Independent Study Variable credit up to 1.00 unit. 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. Taught in German. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. Taught in German. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

GLOBAL DEVELOPMENT STUDIES

Social Scientific and Historical Perspectives Division

Professor

Monica DeHart, Director

Advisory Committee

Nick Kontogeorgopoulos, International Political Economy

Emelie Peine, International Political Economy

Isha Rajbhandari, Economics

Matthew Warning, Economics (On Leave Fall 2024)

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 socio-cultural 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 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 in Global Development Studies

The Global Development Studies minor requires 6 units:

1. GDS 211
2. One of the following two "core" courses:
 - ECON 268
 - 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 or approved capstone in another major.

GREEK, LATIN, AND ANCIENT MEDITERRANEAN STUDIES

Artistic and Humanistic Perspectives Division

Professor

Aislinn Melchior (On Leave 2024-2025)
Brett Rogers, Chair

About the Department

This interdisciplinary field encompasses the languages, myth, literature, philosophy, and history of the people of the ancient Mediterranean basin. The Greek, Latin, 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 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 ancient Greek and Latin 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 Greek and Latin courses, students also use the languages as a way of entering the heart of the vibrant world of the ancient Mediterranean. Students 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 Greek, Latin, and Ancient Mediterranean Studies will progressively build a more complex and comprehensive understanding of the cultures of the 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 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.

Requirements for the Major

The Greek, Latin, and Ancient Mediterranean Studies department offers two tracks for its major: Greek and Latin Language and Ancient Mediterranean Studies. The Greek and Latin Language track is designed for students who want to gain a deeper understanding of ancient languages and/or have an interest in pursuing graduate work in the field, while the Ancient Mediterranean Studies track is designed for students

Notes

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.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Global Development Studies (GDS)

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 as IPE/GDS 211. Cross-listed as GDS/IPE 211. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Cannot be taken Credit/No Credit.*

400 Research Seminar in Global Development Studies This capstone course allows Global Development Studies (GDS) 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 through the semester, students are expected to research, write, and present a senior thesis. *Prerequisite: Permission of the instructor. Cannot be taken Credit/No Credit.*

495 Independent Study Variable credit up to 1.00 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. Petition for admission is required and requests evaluated on an individual basis. Can be taken only once and cannot be repeated for credit.

GREEK

Students interested in Greek language courses should consult the Classics and Ancient Mediterranean Studies section in this *Bulletin*.

who want a broader focus on the culture, history, and literature of the ancient Mediterranean world. Students are encouraged to discuss their choice of major with the advisor before declaring a track.

Requirements for the Major in Greek and Latin Language (BA)

Completion of 10 units to include:

1. Four units of either Greek or Latin
2. Two units of the other ancient language
3. Four additional courses in Greek, Latin, or Ancient Mediterranean Studies (see list below), at least two of which must be at the 300-level or above
4. A senior paper completed as part of a course taken during the senior year
5. At least five major units must be completed at Puget Sound

Note: Students who enter Puget Sound with some Latin or Greek should consult with a faculty member about placement.

Requirements for the Major in Ancient Mediterranean Studies (BA)

Completion of 10 units to include:

1. Two units of either Greek or Latin
2. Eight additional courses in Greek, Latin, or Ancient Mediterranean Studies (see list below)
 - At most two courses at the 100-level
 - At least three courses at the 300-level or above
3. A senior paper completed as part of a course taken during the senior year
4. At least five major units must be completed at Puget Sound

Requirements for the Minor in Greek and Latin Language

Completion of 5 units to include:

1. Two units of either Greek or Latin
2. At least one unit at the 200-level or above of Greek, Latin, or Ancient Mediterranean Studies (see list below)
3. At least one unit at the 300-level or above of Greek, Latin, or Ancient Mediterranean Studies (see list below)

Requirements for the Minor in Ancient Mediterranean Studies

Completion of 5 units to include:

1. At least one unit at the 200-level or above of Ancient Mediterranean Studies (see list below)
2. At least two units at the 300-level or above of Ancient Mediterranean Studies (see list below)

Courses in Ancient Mediterranean Studies

ARTH 275 Studies in Western Art I: Ancient through Medieval Art
ARTH 360 Art and Architecture of Ancient Greece
ARTH 361 Art and Architecture of Ancient Rome
ARTH 362 Art, Religion, and Power in Late Antiquity and Byzantium
CONN 377 Caesar in Vietnam: PTSD in the Ancient World?
ENGL 353 The Bible as Literature

GLAM 100 Ancient Mediterranean Studies Proseminar (0.25 activity units.)
GLAM 110 Ancient Greece
GLAM 111 Ancient Rome
GLAM 120 Greek and Latin Roots in English
GLAM 130 Ancient Myth
GLAM 180 Greek Odyssey: Study in Greece (0.25 units.)
GLAM 181 Rome Through The Ages: January in Rome (0.25 units.)
GLAM 230 Ancient Epic
GLAM 231 Ancient Tragedy
GLAM 232 Ancient Comedy
GLAM 233 The Ancient Novel
GLAM 280 Introduction to Mediterranean Archaeology
GLAM 322 Race and Ethnicity in the Ancient World
GLAM 323 Sex and Gender in Ancient Greece and Rome
GLAM 330 Theories of Myth
GLAM 339 Sci-Fi, Fantasy, and Antiquity
GLAM 375 Special Topics in Ancient Mediterranean Studies
HIST 112 Late Antiquity and the Early Middle Ages
PG 340 Democracy and the Ancient Greeks
PHIL 210 Ancient Greek Philosophy
PHIL 310 Aristotle
SOAN 280 Archaeological Foundations
STHS 201 Alchemy, Astronomy, and Medicine before 1700

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

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.

Greek (GRK)

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. Taught in Greek. *Contributes to satisfying the Language Core Requirement. Offered fall semester.*

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. Taught in Greek. *Prerequisite: GRK 101. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

201 Intermediate Greek Students continue to develop Greek language skills at the intermediate level, with emphasis on reading ancient texts in either prose or poetry, as well as building a more sophisticated vocabulary and expanding their control of grammar. Greater emphasis

is placed on cultural competency and understanding Greek society. Writing assignments emphasize close reading of a text to understand how ancient authors manipulated the language. The course sequence of Greek language instruction is Beginning Level (101-102), Intermediate Level (201), and Advanced (301). Students may repeat 301 for credit as often as they like. Taught in Greek. Contributes to satisfying the Language Core Requirement. *Offered fall semester.*

311 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 selections vary: they may be centered on the production of a single author, or organized around a cultural theme, literary genre, or historical event. Taught in Greek. May be repeated for credit up to 8 times. *Contributes to satisfying the Language Core Requirement.*

495 Independent Study Variable credit up to 1.00 unit. 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. Taught in Greek. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. Taught in Greek. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

Greek, Latin, and Ancient Mediterranean Studies (GLAM)

100 Ancient Mediterranean Studies Proseminar 0.25 activity units. In this .25 unit discussion-based class, students have the opportunity to engage with current topics in the field of ancient Mediterranean studies. Conversations may include developing familiarity with the range of sub-specialties within the field, understanding issues confronting scholars in the field, or discussing the appearance of the ancient world in popular media such as movies or television. Students also have the opportunity to share their own research, to learn about faculty research, and engage in conversation about recent trends in research. The proseminar is open to all students; those with some knowledge of the ancient world are especially encouraged to enroll. *May be repeated for credit. Pass/Fail Required. Offered every semester.*

110 Ancient Greece This course makes an odyssey through Greek political, social, 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. *Offered every other year.*

111 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. *Offered every other year.*

120 Greek and Latin Roots in English This course provides a solid grounding in Greek and Latin roots and other word components used in English with the aim of facilitating comprehension of both technical and non-technical vocabulary, including the specialized vocabulary of particular technical and professional fields such as the biological sciences, medicine, and law. Students will learn the principles at play in word formation and develop the ability to quickly recognize and analyze vocabulary derived from ancient Greek and Latin. In the process, we will learn about the historical, cultural, and linguistic underpinnings of the etymological influence ancient Greek and Latin have exerted on the English language. No previous knowledge of Latin or ancient Greek is required. *Contributes to satisfying the Language Core Requirement.*

130 Ancient Myth This course explores myths and legends from the ancient Mediterranean and the light these narratives cast on ancient conceptions of the human, the divine, nature, and society. The course focuses on how ancient myths manifest in ancient epic, drama, art, and religious ritual. The course also takes note of the afterlives of myths in the Roman, medieval, Renaissance, and modern worlds and examines some modern theoretical perspectives on myth in general and Greek myth in particular. *Offered every other year.*

180 Greek Odyssey: Study in Greece 0.25 units. 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 previously 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 Ancient Mediterranean Studies courses. *Prerequisite: Permission of the instructor. Offered every other year.*

181 Rome Through The Ages: January in Rome 0.25 units. This course centers on an intensive two-week sojourn in the Eternal City, Rome. Students use the urban topography, ancient ruins, modern reconstructions, and museums to immerse themselves in the lived experience of the city of Rome. Students learn architectural building techniques and systems of dating, problems in identifying surviving buildings, the iconography of Roman political sculpture, and issues of Roman copying and reuse of original Greek art. Students also engage with the incorporation of Roman monuments into subsequent architecture, including Mussolini's political (re)use of archaeology, as well as problems of conservation in the context of the modern city. Visits to

the excavated cities of Pompeii and Ostia form part of the program and make visible the daily lives and activities of those individuals lost in the literary record, including women and slaves. *Prerequisite: Permission of the instructor. Satisfies the Experiential Learning Core Requirement. Offered every other year.*

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. *Offered every other year.*

231 Ancient Tragedy This course explores ancient Greek and Roman tragedy. Students begin by examining the social, political, and physical contexts in which dramas were performed. Students then read and discuss select plays by the three great surviving dramatists of fifth-century BCE Athens (Aeschylus, Sophocles, and Euripides) and the one great surviving dramatist of Imperial Rome (Seneca the younger). Each week includes not only close reading and discussion of one drama, but also viewing or hearing a modern performance of that drama, an in-class performance of a scene from the drama by students, and panel presentations of two other dramas that may illuminate features of the week's main drama. 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, as well as modern critical approaches and creative responses. Thus this course provides students an opportunity to engage with and reflect on ancient drama in a critical and creative way, with respect to both its original historical context and its imaginative and transformative potential in the modern world. *Offered every other year.*

232 Ancient Comedy This class surveys the surviving plays of Aristophanes, Menander, Plautus, and Terence. For Old Comedy, the class will discuss its structural features (such as the chorus and the parabasis), and look at the way that Aristophanes engages with the politics of his day as well as the role of women in Athens. Students learn the canonical definitions of Old, Middle, and New comedy, and see the revolution of style and taste that differentiates Menander from Aristophanes. 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 for and with their classmates as well as contributing to a creative and generous environment. *Offered every other year.*

233 The Ancient Novel This course explores the Greek and Roman ancestors of the modern novel. Ancient prose fiction is steadily attracting more and more attention, for it opens many windows onto ancient attitudes towards gender, love and sexuality, religious belief and practice, and social relations. The ancient novels also happen to be fun to read, full of hairbreadth escapes, wide-ranging travel, intense and often conflicting emotions, complex and surprising events, and humor, sometimes delicate, sometimes shocking. *Offered every other year.*

280 Introduction to Mediterranean Archaeology This course offers an introduction to the field of archaeology, providing an overview of its goals, theory, methods, and ethics. Students discuss specific

archaeological sites from the ancient Mediterranean in their historical, social, anthropological, economic, religious, and architectural contexts. Attention is given to issues relevant to Mediterranean archaeology today, including the looting of ancient sites, issues of cultural property, and ethics in archaeology. 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. Students thus gain an appreciation of the complexities of present-day archaeological research and both the benefits and limitations of the role of archaeology in creating our images of the past. *Prerequisite: Students who have received credit for SOAN 280 may not receive credit for this course. Offered occasionally.*

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. Students investigate how categories of race and ethnicity are presented in the literature of the Ancient Mediterranean through reading such authors as Homer, Herodotus, Aristotle, Vergil, Caesar, and Tacitus and through examining visual evidence. They study concepts such as racial formation and origin; ancient theories of ethnic superiority; and linguistic, religious, and cultural differentiation as a basis for ethnic differentiation. They also examine ancient racism as seen in such social processes as colonization, migration, assimilation, and imperialism. Students have to consider the impact of a number of divergent factors on conceptions of race and ethnicity, including: power (who defines the categories?); source (do all authors treat these terms in the same way?); and context (in what ways do identities shift due to historical events and changing political or social contexts?). *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered frequently.*

323 Sex and Gender in Ancient Greece and Rome 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, and 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. trans*) individuals. *Prerequisite: One 200-level course in Ancient Mediterranean Studies or a course in gender theory strongly recommended. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

330 Theories of Myth See Connections in the Core Curriculum section of this *Bulletin* for course description.

339 Sci-Fi, Fantasy, and Antiquity 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 texts. 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, fantastical voyages, metamorphosis, knowledge/wonder, etc.) and consider critical approaches that may help

us understand more deeply the similarities and differences between ancient and modern 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. *Offered occasionally.*

375 Special Topics in Ancient Mediterranean Studies This seminar involves an in-depth examination of selected topics in the ancient Mediterranean 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 Ancient Mediterranean Studies courses numbered 200 or above, or permission of the instructor. May be repeated for credit. Offered occasionally.*

490 Senior Thesis This course provides the senior Classics major an opportunity to do independent research and to write a thesis on a topic in the ancient Mediterranean world. The student chooses the topic in consultation with a supervising instructor. Although the thesis is anchored in one discipline (e.g., history, art history, literature), the student is encouraged to take advantage of the multidisciplinary nature of the field. *May be repeated for credit.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or Senior standing and at least a 3.0 cumulative grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or Senior standing and at least a 3.0 cumulative grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

Latin (LAT)

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. Taught in Latin. *Contributes to satisfying the Language Core Requirement. Offered fall semester.*

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. Taught in Latin. *Prerequisite: LAT 101 with a grade of C– or higher, or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered spring semester.*

201 Intermediate Latin Students continue to develop Latin language skills at the intermediate level, with emphasis on reading ancient texts in either prose or poetry, as well as building a more sophisticated vocabulary and expanding their control of grammar. Greater emphasis is placed on cultural competency and understanding Roman society. Writing assignments emphasize close reading of a text to understand how ancient authors manipulated the language. The course sequence of Latin language instruction is Beginning Level (101-102), Intermediate Level (201), and Advanced (301). Students may repeat 301 for credit as often as they like. Taught in Latin. *Contributes to satisfying the Language Core Requirement. Offered fall semester.*

311 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. Taught in Latin. May be repeated for credit up to 8 times. *Contributes to satisfying the Language Core Requirement.*

495 Independent Study Variable credit up to 1.00 unit. 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. Taught in Latin. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. Taught in Latin. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

HISPANIC STUDIES

Artistic and Humanistic Perspectives Division

Professor

Pepa Lago-Grana
Brendan Lanctot, Chair

Associate Professor

Jairo Hoyos Galvis (On Leave Fall 2024)

Assistant Professor

Nagore Sedano Naveira

Visiting Assistant Professor

Lauris McQuoid-Greason

Visiting Instructor

David Hanson
Aurora Salvador Sanchis

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 students, from beginners to those 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, Africa, and Spain.

We address the needs of traditional students of Spanish as a second language; of heritage speakers for whom Spanish is a part of their personal 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 the traditional mission of preparing students to function in Spanish in a global 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 Latina/o 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 nonprofit 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:

1. Communicate in Spanish personally and professionally on a daily basis
2. Demonstrate a high level of critical sophistication as readers of complex literary texts
3. Engage critically and deliberately with challenging theoretical questions on a wide variety of topics in the field
4. Prepare and execute effective oral presentations in Spanish and write solid research papers on Hispanic literary and cultural studies
5. Understand the complexities and nuances of Hispanic cultures in the U.S. and abroad
6. Demonstrate an awareness of the linguistic, cultural, racial, and ethnic diversity of Spain, Latin America, and the U.S.
7. Act thoughtfully as engaged, global citizens in our increasingly plurilingual and multicultural 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 study away. 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)
- IES Health Studies Santiago (Chile)
- IES Quito (Ecuador)
- IFSA/Butler Havana (Cuba)
- UPS/PLU Oaxaca (Mexico)
- ILACA Granada (Spain)
- USAC Summer in Bilbao (Spain)

Placement

Normally, first year students in their first semester who have completed three years of Spanish courses in high school are qualified to enroll in Spanish 201 Spanish 3. First year students in their first semester who have completed less than three years of high-school Spanish courses should consider enrolling in Spanish 102 (Spanish 2). Students with no prior experience with Spanish should enroll in Spanish 101 (Spanish 1). Experiential learning abroad, living in a Spanish-speaking household in the U.S. or abroad, attending 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.

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 (LCL, HISP & LTS) 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 at least 2 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 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.

Requirements for the Major in Spanish Language, Culture, and Literature (BA)

Nine units, a senior paper, and a senior portfolio (see Notes below).

1. Nine units in Spanish at the 202 level or above to include:
 - Three units in SPAN at the 300 level or above
 - One 400-level course
 - 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.
2. One LTS course may count toward the LCL major.

Requirements for the Major in Hispanic International Studies (BA)

Nine units, a senior paper, and a senior portfolio (see Notes below).

- Six units in Spanish at the 202 level or above to include:
 - Two units in SPAN at the 300 level or above.
 - One 400-level course
- Three units from the following: (be aware some of these courses have prerequisites) BUS 270, 370, 435, 472, 475, 480; ECON 268, 271; IPE 205, 211, 321, 323, 331, 367; PG 321, 328, 330-336, 339; SOAN 315, 318, 340, 350, 352. Alternative courses in these disciplines may be accepted with prior approval from Hispanic Studies department.
- 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.
- One LTS course may count toward the HISP major.

Requirements for the Major in Latina/o Studies (BA)

Nine units, a senior experiential project and a senior portfolio (see Notes below)

- Three units in Spanish at the 202 level or above to include:
 - Two units in SPAN at the 300 level or above.
- Three units in LTS to include:
 - LTS 200
- Three units from the following: AFAM 320, 401; CONN 335; ECON 240; HIST 152, 153, 367,376, 378, 380, HON 214; PHIL 312, 389; PG 304, 306, 311, 345, 346, SOAN 215, 303, 350; STHS 330, 366
- A capstone experience: a research project or an internship relevant to LTS content. Capstone experience must be pre-approved by the LTS Director.
- Two of the 300/400-level courses in SPAN/LTS 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 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 for the major and minor

- 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.
- The senior paper is a graduation requirement for Language, Culture and Literature (LCL) and Hispanic International Studies (HISP) majors. It will emerge from a 400-level course, an equivalent course taken abroad, or another 301+ course with department permission. More information about the senior paper is available from the department or the academic advisor.
- All 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.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

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.

Spanish (SPAN)

101 Spanish 1 An introduction to the fundamentals of the Spanish language, with an emphasis on active learning and a focus on comprehension, speaking, reading and writing skills. Students will develop communicative and intercultural competence by exploring the diversity of Spanish-speaking communities around the world. No previous knowledge of Spanish required. Taught in Spanish. *Contributes to satisfying the Language Core Requirement. Offered fall semester.*

102 Spanish 2 Spanish 2 offers a slightly more accelerated introduction to the fundamentals of Spanish language for students with some previous knowledge of Spanish (1 or 2 years of HS instruction or equivalent). The course emphasizes active learning, focusing on comprehension, speaking, reading and writing skills. Students will develop communicative and intercultural competence by exploring the diversity of Spanish-speaking communities around the world. Taught in Spanish. *Prerequisite: One or two years of high school Spanish, SPAN 101, or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered frequently.*

201 Spanish 3 Spanish 3 is an intermediate language course intended for students who have taken about 3 years of high school Spanish (or equivalent). It is designed to provide students with an active learning experience as they strengthen their language skills and develop their intercultural competency. Students advance their proficiency in the areas of comprehension, speaking, reading and writing. Cultural material is integrated into these four areas to expand knowledge and cultural awareness of Spanish-speaking communities in the United States and around the world. Taught in Spanish. *Prerequisite: Three years of high school Spanish, SPAN 102, or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered frequently.*

202 Spanish in Professional Contexts This course provides students with an active learning experience as they strengthen their language skills and develop their cultural competency. This course introduces students to advanced grammatical structures and focuses on specialized vocabulary used in professional fields including business, health sciences, and law. It emphasizes the development of comprehension, speaking, reading, and writing. Cultural material is integrated into these four areas to expand students' knowledge of Spanish-speaking communities in the United States and around the world. Taught in Spanish. *Prerequisite: SPAN 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered frequently.*

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. Taught in Spanish. *Prerequisite: SPAN 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered frequently.*

214 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 cultural context for class discussion. Taught in Spanish. *Prerequisite: SPAN 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered frequently.*

215 Spanish in the United States SPAN 205 introduces students to different variations (or dialects) of the Spanish language, paying special attention to the Spanish spoken in the United States (also known as Spanglish). It explores Spanglish through the voices of its speakers, as well as through texts and videos, facilitating reflections on why some varieties of Spanish, such as Spanglish, are perceived as less prestigious. The course also incorporates regular activities that practice intermediate and advanced grammar topics. Taught in Spanish. *Prerequisite: SPAN 201 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered frequently.*

216 (Wo)men of Maize: Food Cultures of the Americas This course examines the importance of various food products in the development of the original civilizations of the American continent, and the impact that the crops imported by the colonizers have had on the destruction of human cultures and natural ecosystems. Crops native to the Americas (corn, potato, tomato, squash, beans, cacao) and those introduced during colonial times (sugarcane, rice, coffee, bananas), have defined the modern world's foodscapes and have shaped the culture, the history, the economy and the politics of countries around the world. The course will focus on corn in particular, examining its farming, harvesting and cooking methods throughout history, reviewing religious myths and cultural traditions connected to it, and studying its presence and relevance in today's food industry and in our daily lives. Taught in Spanish. *Prerequisite: Spanish 201 or equivalent. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Contributes to satisfying the Language Core Requirement. Cannot be audited. Offered every year.*

221 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 Spanish nation. This course considers the relevance of these cultural elements within an Hispanic context and a global perspective. Taught in Spanish. *Prerequisite: One course from SPAN 202-215 or permission of the instructor. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Contributes to satisfying the Language Core Requirement. Offered frequently.*

222 Introduction to Latin American Cultures 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. Taught in Spanish. *Prerequisite: One course from SPAN 202-215 or permission of the instructor. Contributes to satisfying the Language Core Requirement. 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. *Because content will change, this course may be repeated for credit.* Taught in Spanish. *Prerequisite: Two courses from SPAN 202-222 or permission of the instructor. May be repeated for credit. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

311 Literature of the Americas 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. Latine Literature written in the United States may also be included. Taught in Spanish. *Prerequisite: Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

312 Spanish Literature: An Overview 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. Taught in Spanish. *Prerequisite: Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.*

313 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 the close reading and analysis of the texts. Taught in Spanish. *Prerequisite: Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered every other year.*

314 Hispanic Poetry This course examines poetry as an authentic expression of Hispanic literature. Writers from Spain and Latin America are studied with emphasis on the close reading and analysis of their poems, the study of meter, rhyme, and other elements of prosody, as well as writing critically about poetry. Taught in Spanish. *Prerequisite: Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

315 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. Taught in Spanish. *Prerequisite: Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

316 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. Taught in Spanish. *Prerequisite:* Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.

317 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. Taught in Spanish. *Prerequisite:* Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.

318 Survey of Twentieth Century Latin-American/Latine 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. Taught in Spanish. *Prerequisite:* Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.

319 Documentary Film, Social Movements and Human Rights This course explores the relationship between documentary film and social movements in Latin America and Spain. Students analyze a series of 20th and 21st century social documentaries in their respective historical and political contexts, paying special attention to the techniques utilized by filmmakers and audiences to intervene in the public sphere. In the process, they become familiar with the conventions of different schools of documentary filmmaking in Spain and Latin America as well as the rationale behind the use of specific film techniques. This course fosters community-engaged learning and it satisfies the experiential learning graduation requirement. It combines film theory with hands-on experience in documentary filmmaking. Students expand on the concepts discussed in class by learning how to produce short documentary films that explore a social issue that affects Tacoma. As such this course requires significant out-of-class engagement with our local communities. Taught in Spanish. *Prerequisite:* Two courses from SPAN 202-222 or permission of the instructor. Satisfies the Experiential Learning Core Requirement. Contributes to satisfying the Language Core Requirement. *Cannot be audited. Offered frequently.*

320 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. Taught in Spanish. *Prerequisite:* Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered frequently.

321 Migration Narratives This course explores the human experience of migration, exile, and/or diaspora by offering an overview of some of the more significant migration processes within the Spanish-speaking world, and by exploring 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. It also includes readings on cultural aspects of and theoretical approaches to this phenomenon. Readings and visual texts are in Spanish and/or English, and all discussion and testing is in Spanish. Taught in Spanish. *Prerequisite:* Two courses from SPAN 202-222 or

permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.

322 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. Taught in Spanish. *Prerequisite:* Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Offered occasionally.

323 Iberian Feminisms in Transatlantic Dialogue This course will provide students with an overview of Iberian feminism from a transatlantic perspective (Spain-the Americas). First, we will examine the origins of Iberian feminisms, paying special attention to transatlantic literary networks and spaces. In doing so, we will discuss key concepts around feminism and/or women's writing: the struggle over women's rights; women as a labor force and consumers; models of gender identity and nation building; sexual liberation, etc. Second, we will analyze the major global debates and challenges within contemporary feminisms (transfeminism, decolonial feminisms, ecofeminism or pinkwashing) and their articulation in the Iberian context. We will cover a variety of feminist artifacts and practices (short fiction, manifestos, performance, memoirs, poetry, strikes, etc.) with emphasis on how and why these texts often blur genre conventions. Taught in Spanish. *Prerequisite:* Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. *Cannot be audited. Offered occasionally.*

324 Eugenics in Latin America This course analyzes the relationship between art, race, science, and sexuality in Latin America. In particular, we study the development of Eugenics in Mexico in the first three decades of the 20th century. The course is divided into four sections: first, we explore the historical development of Eugenics. Then, we examine the history of Eugenics in Latin America. Next, we focus our investigation on the Mexican School of Eugenics. In the final section, we scrutinize the influence of Eugenics in the 1925 and 1932 Mexican debates concerning art, literature, and nationalism—emphasizing the connection between body taxonomies and artistic productions. Taught in Spanish. *Prerequisite:* Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. *Cannot be audited. Offered occasionally.*

326 One Hundred Years of Multitudes: A History of Latin American Film This course surveys roughly one hundred years of Latin American film, from 1896 to the present, with a focus on feature-length narrative films. As its title suggests—a riff on the title of Gabriel García Márquez's celebrated novel—its overarching theme is the role film has played in shaping collective identities (national, racial, sexual, etc.) throughout the region. That is, this course tracks the development of film as a technology and as a form of artistic expression in Latin America, as well as the

social, political, and economic realities that it represents and shapes. Taught in Spanish. *Prerequisite: Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Language Core Requirement. Cannot be audited. Offered occasionally.*

329 Literaturx Latinx This course explores the diversity of the Latina/o/x/e experiences and introduces students to the originality of artistic and cultural expressions of the Latinx communities in the United States, focusing on texts written originally in Spanish. Plays, performance pieces, short stories, novels, testimonies, poems, essays, films, documentaries, and blogs help students understand the complex and often silenced histories of the U.S. Latinx population. Thus, literature becomes a place where identities and ideologies are articulated, debated and contested. Through readings and discussions, students explore questions related to community building, migration and diaspora, racism and racial relations, transnational politics, discourses of power and privilege, and the intersections of sexuality, gender, race, and class. Most readings are in Spanish, with some in English and Spanglish. Discussion, writing assignments and tests will be conducted in Spanish. Taught in Spanish. *Prerequisite: Two courses from SPAN 202-222 or permission of the instructor. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Contributes to satisfying the Language Core Requirement. Cannot be audited. 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.* Taught in Spanish. *Prerequisite: Any Spanish class numbered 300-314. May be repeated for credit. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

411 Seminar in Medieval and/or Early Modern Iberia An intensive study of selected works reflecting the intellectual, political, and aesthetic changes in Spain from 1140 to 1499 AD. Taught in Spanish. *Prerequisite: Any Spanish class numbered 300-314. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

412 Seminar in Nineteenth-Century Latin America This course examines the relationship between culture and politics in nineteenth century Latin America. Studying foundational works of Latin American literature alongside other, oft-ignored cultural artifacts, it traces the role of the people in the rise of the modern nation-state. Taught in Spanish. *Prerequisite: Any Spanish class numbered 300-314. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

413 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. Taught in Spanish. *Prerequisite: Any Spanish class numbered 300-314. Contributes to satisfying the Language Core Requirement. Offered occasionally.*

414 The Returning Resistance: Memory, Gender, and Nationalisms in Spain In this course, students examine how post-dictatorial Spain (from 1975 to present) remembers competing accounts of a recent violent past. First, the class analyzes a series of transatlantic cultural artifacts that constructed the Spanish Civil War (1936-1939) and the anti-Francoist resistance as international battles against Fascism. Second, the class concentrates on the ways in which contemporary memory artifacts (films, graphic novels, memoirs, etc.) thematize

ideological battles in gender, sexual, and racial terms, paying close attention to the divergent articulations of these conflicts by peripheral nationalisms within Spain (Catalonia, Basque Country and Galicia). Taught in Spanish. *Prerequisite: Any Spanish class numbered 300-314. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Contributes to satisfying the Language Core Requirement. Cannot be audited. Offered occasionally.*

415 Bitter Flavors of the Americas: Sugar, Coffee & Bananas This course focuses on the exploitation of the land and the people of Latin America by the global agro-industrial complex, as seen through its literature. Students examine three novels that detail the power dynamics at play in the growing and harvesting of cash crops (in particular sugar, coffee, and bananas) grown in a plantation system exclusively for exportation. These narratives depict the basic tensions that both define and undermine their communities, and serve as allegories of the region's past and present. We read, discuss, and research these novels alongside other textual and cultural artifacts, as well as a corpus of contemporary scholarship, in order to understand both specific historical moments as well as the broader sociopolitical processes common to the region that we know today as Latin America. Central to the course is the power dynamics at play in the construction of historical narratives, racial justice, and collective memory; the systems of oppression that privilege certain stories while silencing others; the resistance to remembering a violent past that continues to shape the political present; and the potential of memory as a tool for resistance. Taught in Spanish. *Prerequisite: Any Spanish class numbered 300-314. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Contributes to satisfying the Language Core Requirement. Cannot be audited. Offered occasionally.*

416 One Hundred Years of Multitudes: A History of Latin American Film This course surveys roughly one hundred years of Latin American film, from 1896 to the present, with a focus on feature-length narrative films. As its title suggests—a riff on the title of Gabriel García Márquez's celebrated novel—its overarching theme is the role film has played in shaping collective identities (national, racial, sexual, etc.) throughout the region. That is, this course tracks the development of film as a technology and as a form of artistic expression in Latin America, as well as the social, political, and economic realities that it represents and shapes. Taught in Spanish. *Prerequisite: One 300-level SPAN course. Students who have received credit for SPAN 326 will not receive credit for SPAN 416. Contributes to satisfying the Language Core Requirement. Cannot be audited. Offered occasionally.*

495 Independent Study Variable credit up to 1.00 unit. 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. Taught in Spanish. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. Independent Study is available to students wishing to complete study in a topic not covered by a regular course. Taught in Spanish. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

HISTORY

Social Scientific and Historical Perspectives Division

Professor

Nancy Bristow (On Leave Spring 2025)

Jennifer Neighbors

Douglas Sackman, Chair

Katherine Smith (On Leave Fall 2024)

Benjamin Tromly

Associate 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 Greek, Latin and Ancient Mediterranean Studies to Politics and Government, from Environmental Studies and Sciences to Latin Studies, African American Studies, Asian Studies, and Gender and Queer 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 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.

Requirements for the Major in History (BA)

While courses in the Department of History, as a rule, have no prerequisites, they are numbered at three levels (100/200; 300; 400) 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 9 units:

1. Two survey courses from the following: HIST 102, 103, 112, 113, 152, 153, 224, 230, 245, 248, 254, 280, 281, 291, 293; GLAM 110, 111.
2. HIST 200.
3. Five additional units, at least three of the five at the 300 and 400 levels.
4. History 400.
5. Excluding HIST 200 and HIST 400, the major must include 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.
6. Up to a maximum of two of the following courses may count as elective credit in History: CLJ 370; GLAM 280; LTS 200; SOAN 284; STHS 200, 201, 325, 330, 340, 344, 354, 366, 370.
7. The following Connections courses may count toward the major in History: AFAM 355, 360; CONN 310, 333, 359; LAS 387.
8. At least five units of the nine required for the major must be completed in residence at the Tacoma campus.
9. Any deviation from these requirements must be approved in writing by the Department of History faculty.
10. The Department of History reserves the right to exclude a course more than 10 years old from completing a major requirement.

Notes

1. GLAM courses in ancient history will be considered part of the European area of emphasis. LTS 200 may count for the Latin American or the United States 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

Greek, Latin, and Ancient Mediterranean Studies Department about incorporating Greek and/or Latin in their undergraduate studies.

Requirements for the Minor in History

1. Completion of a minimum of five units, two of which must be taken at the 300 or 400 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, 310, 333, 359; LAS 387.
4. At least three of the five 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 CLJ, GLAM, or STHS courses can be counted toward the History minor.
2. The Department advises students interested in pursuing a career in teaching to take History 200 as one of their five units.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

History (HIST)

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. *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. *Offered frequently.*

112 Late Antiquity and the Early Middle Ages Far from being a stagnant “dark age,” the early Middle Ages were a time of sweeping changes that reshaped the political map of Europe, the Mediterranean, and Middle East and encompassed the rise of vibrant new cultures. The course begins with the transformation of the Roman Empire in the fourth and fifth centuries before moving on to explore the distinctive

trajectories of Rome’s three heirs: the Latin West, Byzantine Empire, and Islamic caliphates. As we trace these cultures’ histories from c. 300 to c. 1050, we engage with a wide range of textual, artistic, and archaeological sources, and enter into ongoing debates over the “fall” of Rome, the impact of the early Islamic conquests, the nature of “feudal” society, and the emergence of a concept of “Europe” in the age of Charlemagne, as we meet a cast of colorful historical characters including martyrs and missionaries, pagan chieftains and Viking raiders, Muslim scholars and Carolingian princesses.

113 Europe and the Mediterranean World, 1050-1650: A History in 100 Objects This course traces the history of Europe and the wider Mediterranean world in the later medieval and early modern periods, using the framework of material culture. Students explore a range of material sources such as domestic objects, clothing, coins, weaponry, and architecture in conjunction with contemporary texts to reconstruct major historical developments of the eleventh to seventeenth centuries, as well as changing values, intercultural exchange, and habits of consumption within Europe, Byzantium, and the Islamic civilizations of the Near East. In the process students consider questions and possibilities raised by the recent material turn in the study of history and practice material history as a class through the in-depth analysis of objects in their original contexts. *Cannot be audited. Offered every other year.*

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’ idea 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.

153 American Experiences II: 1877 to 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. *Offered frequently.*

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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every semester.*

224 Russia Since 1861 This course covers Russian Imperial state and society; revolutionary movements; causes of the 1905 and 1917 revolutions; Russian and Soviet political cultures; Soviet Union and totalitarianism; Russian and Soviet foreign policy; the collapse of communism and the Soviet empire; post-communist Russian society and politics. *Offered frequently.*

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. The course reconstructs 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. *Offered frequently.*

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. *Offered frequently.*

248 History of Japan: 1600 to Present This course examines the emergence of modern Japan from before the Meiji Restoration (1868), through the triumph and tragedy of imperial Japan, and beyond postwar reconstruction. The consideration of ideas, principles, and values that informed Tokugawa state and society and the study of Japan's selective absorption of European and American ideas and forms enable understanding of the role of values, both Japanese and non-Japanese, in Japan's national integration, rapid industrialization, and achievement of international recognition and power. *Offered frequently.*

252 Monuments and Memory in US History In recent years, the status of monuments and the ways the United States remembers its history in public have come under intense public scrutiny. Statues have been toppled and debates have erupted over the way history is taught and remembered in this country. At the same time, new and more inclusive histories have flourished that challenge whitewashed versions of American history. In this course, we explore how major events and topics in the broad sweep of U.S. history have been remembered, represented and contested, and what these reveal about who "we" are as a nation and as individuals with different identities. These may include: Indigenous histories and settler colonialism; the American Revolution; slavery; the Civil War, other wars and battlefields; LGBTQ histories; the histories of different ethnic communities; massacre sites and sites of gun violence; local, environmental and urban history; the

Civil Rights Movement and other social and political movements. We will consider how power and narrative function in creating and curating histories, the relationship between history and memory, and the ways that memory and history have been both trivialized and weaponized. While actual monuments will be a focus of the course, we will also explore the memorialization of U.S. history in a number of other forms, such as murals and artistic representations; film, podcasts and public performances; and museums and public history sites. This course is not a history of the making of the United States. Instead, it invites students to participate in exploring how and why the history of the United States has been made in the ways it has been—and to participate in the always ongoing and contested remaking of that history. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. *Offered every 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. *Offered frequently.*

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. *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.

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 decolonialization. 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.

Readings include a variety of historical sources as well as the work of contemporary historians.

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. *Offered frequently.*

304 The Global Renaissance, c.1300-1600 This course explores the great cultural revolution known as the Renaissance from a number of perspectives, considering new developments in the arts, political theory, historical awareness, material culture, science, and technology as interrelated phenomena. Rather than approaching the Renaissance as an exclusively European phenomenon, the course considers this movement as a product of interactions between different cultures across the Mediterranean and Asia, including the Mongol and Ottoman Empires, Mamluk sultanate, and Italian city-states, as well as between European and Indigenous peoples in the Americas. *Offered every other year.*

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 understandings of femininities, masculinities, and gender nonconformity, as well as in related ideas about sexuality, marriage, family, and romantic love. 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. Special topics to be considered include: gendered concerns with virginity and celibacy; marriage and domestic life; reproductive health; the location of LGBTQI+ identities in premodernity; courtly love and its paradoxes; gender and labor in preindustrial economies; and the gendering of educational institutions. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every other year.*

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. *Contributes to satisfying the Knowledge, Identity, and Power Core 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. *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 as HIST/HUM 317. Offered occasionally.*

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 frequently.*

323 Politics and Societies in Post-Soviet Eurasia This course examines the political development of the fifteen states that emerged from the Soviet Union after its collapse in 1991. It focuses on different Soviet Republics in the last decades of Soviet rule and then charts how they emerged from the communist system and created new political institutions and ideologies to bolster their independence. In order to grasp the cultural, national and religious diversity of the Soviet empire and the post-Soviet space, the course examines European areas, the Caucasus region, and Central Asia. Major themes include the attempts of post-Soviet peoples to overcome and reform the institutions, political habits, and economic structures inherited from the Soviet system, ethnic conflict in the post-imperial landscape, and the renewed role of Russia in post-Soviet territory and the geopolitics of the region.

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 frequently.*

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 occasionally.*

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 will explore 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 to be 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 experiment in establishing republican government; and the legacy of the Revolution for subsequent American history. The aim of the course is to answer this question: How revolutionary was the American Revolution? *Offered 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 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 US involvement there 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 occasionally.*

364 American Environmental History The course explores the complex relationship between the natural world and human societies and cultures in what is now the United States, with an emphasis on environmental justice, race, gender, and capitalism. We consider both the power of nature in shaping human societies and cultures and in turn how those societies and cultures have constructed nature in ways that reflect their interests, values, visions, and divisions. *Offered frequently.*

367 Immigration in the U.S. This course provides a broad overview of the history of migration in the United States from the colonial era to the present day. The course begins by analyzing the contours and historiography of migration. The opening sections of the class consider the role of forced migration, Indigenous people, borders, and the early republic in an effort to understand the parameters of migration 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 migration. The course looks at how ethnicity, class, religion, race, foreign policy, and other factors have shaped the migrant experiences of various groups. *Offered frequently.*

368 The Course of American Empire: The United States in the West and 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 focuses on "world histories" of the Pacific North American West—a globally connected set of Pacific Rim places including the states of Washington, Oregon and California, along with Hawai'i, Alaska, British Columbia, Mexico and many Indigenous Nations. It explores the many worlds of the Pacific North American West being made, transformed, and struggled over: Indigenous worlds; the imperial world of American Manifest Destiny; the worlds migrants and immigrants made, with special attention to the transpacific experiences of those from Asia (including Chinese and Japanese Americans); gendered worlds; worlds shaken by capitalism and modernity; and the natural worlds of land, water and air. *Offered frequently.*

370 Nationalism and the Fall of Empire in Central Europe This course examines the history of multi-ethnic empire in Central Europe from the end of the Napoleonic Wars to the aftermath of World War One. It examines the rise of nationalisms in the Hapsburg Empire or Austria-Hungary, with a focus on Czech, German, Hungarian, Polish and Ukrainian national identities, as well as Bosnian, Jewish and South Slavic peoples. The course asks why national identities became hegemonic and examines the advantages and disadvantages of multi-ethnic empire in the troubled modern history of the region. *Offered occasionally.*

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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Cannot be audited. 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 in Cuba but also a history Cuba that has 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 occasionally.*

378 History of Latinx People in the United States This course provides an overview of the history of peoples of Latin American descent in the United States. The course begins with an analysis of Latinx people as a historical group. From there, the course largely moves chronologically and shows the various ways in which Latinx people have shaped their own communities and the nation. Special attention will be paid to civil rights history, community history, and the social and cultural history of Latinx people. *Offered occasionally.*

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 underpinnings 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. *Offered frequently.*

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 occasionally.*

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 Revolution 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 rawest and 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. *Contributes to satisfying the Knowledge, Identity, and Power Core 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 Nelson Mandela and 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 frequently.*

392 Gender in Colonial Africa How did colonialism shape ideas of gender for both Africans and Europeans? How did concerns about gender shape colonial policies and Africans’ responses to those

policies? How did the gendered nature of work shift after colonization? How could the performance of gender both uphold and subvert colonial power? Students will approach these questions through a variety of analytical lenses, and work collaboratively to explore different kinds of historical evidence around questions of gender. *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 offers 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 is 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 seeks to introduce 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 occasionally.*

399 Special Topics in History This course is an advanced seminar in which students explore the historiography on a particular issue, topic, or field in the discipline. Students read recent works. Students discuss and evaluate cutting edge scholarship on the topic. In this reading intensive course, emphasis is placed on discussion and the growth of students as members of the community of historians. *May be repeated for credit. 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. Cannot be audited.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or Senior standing and at least a 3.0 cumulative grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or Senior standing and at least a 3.0 cumulative grade point average. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an und *Prerequisite: Junior or Senior standing and at least a 2.50 cumulative grade point average. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

HONORS

Artistic and Humanistic Perspectives Division

Professor

George Erving

Suzanne Holland, Religion, Spirituality, and Society (On Leave Spring 2025)

Aislinn Melchior, Greek, Latin, and Ancient Mediterranean Studies (On Leave 2024-2025)

Alison Tracy Hale, Director (On Leave Spring 2025)

Advisory Committee

Alisa Kessel, Politics and Government

Kriszta Kotsis, Art and Art History

David Latimer, Physics

John Wesley, English (On Leave 2024-2025)

About the Program

The Honors Program offers a unique academic experience that emphasizes collaborative learning and deep engagement with enduring questions about human understanding, relations, purpose, and meaning. Three principal components comprise the program: a living-learning experience, an interdisciplinary minor, and a senior thesis requirement. Students who successfully complete the requirements for each component graduate with the designation of Coolidge Otis Chapman Honors Scholar. Students apply separately to the program (through the designated section of the Common Application, or by petition for currently enrolled students), and admission is based upon prior academic achievement and demonstrated commitment to the program's curricular and residential features.

Residential Component

Honors students benefit from the rich conversations that build over their four years of shared academic, residential, and co-curricular experiences. First-year Honors students live in Anderson-Langdon Hall and have the option to continue living in Honors-themed residences thereafter but are not required to do so. Students joining the program after the first year must complete at least one year in an Honors-themed residence. The program also offers an array of co-curricular activities and events, including a film series, student-organized dinners, guest lectures, and trips to Seattle/ Tacoma cultural events. As part of the Honors cohort experience, incoming first-year students are enrolled in SSI 194 as an

advising section. The SSI is a cohort-building requirement for all first-year students matriculating in the fall semester, but not for students who later join Honors. However, students who join Honors after the first year must still live in an Honors-themed residence for a minimum of two semesters to incorporate them into the wider living-learning community experience.

Interdisciplinary Minor

The interdisciplinary minor in “Consciousness, Creativity, and Meaning” invites students to consider how revolutions in our understanding of human consciousness can meet the growing number of challenges facing our world and restore a sense of meaning and wellbeing that has otherwise been eroded by modern civilization. To this end, the minor explores systems of knowledge generation, modes of creativity, and worldviews that offer alternatives to Post-Enlightenment paradigms of acquisitive materialism, whose consequences include environmental degradation, social injustice, the threat of nuclear war, and rising rates of mental illness. Importantly, the minor also examines the nature and significance of the cultural practices, beliefs, and traditions of Indigenous and non-Western cultures, and investigates how these ways of being in the world critique, resist, or enhance our understanding of the contemporary materialist zeitgeist. From the various perspectives provided by the arts, humanities, sciences, and social sciences, the minor thus studies alternative ways of understanding the self and the world, ways whose radical Otherness offers students an expansive sense of wonder and agency to shape a better future.

Senior Thesis

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 for the Honors Program

1. Complete at least one year of residence in an Honors living-learning community, preferably the first year with its attached Connections 195 Seminar, “The Liberal Arts, The Mystery of Consciousness, and the Future of Knowledge.”
2. Research, write, and publicly present a thesis, normally in the student’s major.
3. Complete the five-course interdisciplinary minor in “Consciousness, Creativity, and Meaning”:
 - Gateway course: HON 211 (normally taken spring semester, first year)
 - Capstone course: HON 401 (normally taken spring semester, senior year)
 - Three Elective courses: A minimum of three elective courses usually taken during the sophomore and junior years. Elective courses introduce students to revolutions in human understanding as seen in various world religions, philosophical traditions, and scientific discoveries in disciplines such as cognitive neuroscience, quantum physics, and the emerging field of psychedelic studies. Elective courses also expose students to the distinctive ability of the arts to invoke modes of understanding and experience that defy conceptual definitions and categories. These courses change by semester and are drawn from a range of Puget Sound programs and departments, including but not limited to Art and Art History, English, Humanities, Neuroscience, Philosophy, Physics, Politics and Government, Psychology, and Religion, Spirituality, and Society.

4. Students must complete a minimum of one course in Honors each Academic Year to remain in the program.

Once admitted to the Honors program, a student continues so long as they maintain a minimum GPA of 2.0 in all university work and a minimum GPA of 2.5 in the Honors minor, or until they resign 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.

Elective Courses

ARTH 275 Studies in Western Art I: Ancient through Medieval Art
 ARTH 370 Buddhist Art
 ASIA 310 Death and Desire in Pre-modern Japanese Literature
 CONN 303 Art-Science: Inquiry into the Intersection of Art, Science, and Technology
 CONN 344 Magic and Religion
 CONN 357 Exploring Animal Minds
 CONN 365 The Science & Practice of Mindfulness
 CONN 393 The Cognitive Foundations of Morality and Religion
 ENGL 232 Romanticism, Consciousness, and the Psychedelic Renaissance
 ENGL 238 Afrofuturism
 ENGL 362 Native American Literature
 HUM 202 The Psychedelic Renaissance
 PG 347 Comparative Political Ideologies
 PHIL 230 Philosophy of Mind
 PHIL 312 Latin American and Latinx Philosophy

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Honors (HON)

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 artworks 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. Students may not receive credit for both ART 275 and HON 206. Offered spring semester.*

211 Forbidden Knowledge Honors 211 examines the biblical story of Adam and Eve, one of Western culture’s key foundation myths, by following its preoccupation with forbidden knowledge in the works of authors ranging from the 17th-Century poet John Milton to contemporary women writers of the psychedelic movement, who like Eve, ingest forbidden wisdom-giving “fruit.” In doing so, we enlist the help of philosophers, neuroscientists, and psychologists to explore such questions as: Should certain kinds of knowledge be forbidden or is knowledge an unqualified good? Who should decide? What does it mean to be in

a state of innocence, or of experience? What aspects of the human psyche are involved in occupying these states and what kinds of knowledge are they capable of acquiring? These questions will in turn invite us to (re)assess what we understand to be the nature of reality and the deepest aspects of our human identity. *Prerequisite: Admission to the Honors Program. May be repeated for credit. Cannot be audited. Offered spring semester.*

212 Origins of the Modern World View A study of the development of attempts by scientific thinkers to understand and explain the universe. The central theme is the development of astronomy and physics, but some mention is made of corollary studies in mathematics and other sciences. A major portion of the course is devoted to the scientific revolution of the seventeenth century and the work of Kepler, Galileo, and Newton. Another major portion concerns the development of twentieth-century physics, concentrating on relativity and the quantum theory as developed by Einstein, Bohr, Heisenberg, and others. *Prerequisite: Admission to the Honors Program. Credit for HON 212 will not be granted to students who have received credit for PHYS 105. Offered every other year.*

213 Mathematics of Symmetry 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. Offered spring semester.*

214 Interrogating Inequality 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. This course aims to enable the student to understand his/her 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. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered fall semester.*

401 What is America? See Connections in the Core Curriculum section of this *Bulletin* for course description.

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

INTERDISCIPLINARY HUMANITIES

Artistic and Humanistic Perspectives Division

Professor

Gwynne Brown, Director
George Erving, Honors

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 draw on several disciplines to explore a focused topic.

Requirements for the Interdisciplinary Humanities Emphasis

Completion of five units to include:

1. Five units chosen from a single pathway, two of which must be at the 300-level or above.
2. Students wishing to declare the IHE meet with the program director 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 IHE Director; 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.
3. By the end 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

1. 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.
2. A maximum of two units from each major, minor, or program that a student plans to complete may count toward a pathway.
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) language course, e.g., German 202, French 202, etc.
4. Courses in the IHE may not be taken as Credit/No Credit.
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.

The Artist as Humanist

This pathway encourages students to engage with the interplay among 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 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 are the roles 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 Survey of Race and Culture in Ethnic Literature

AFAM 375 The Harlem Renaissance

AFAM 401 Narratives of Race

ARTH 275 Studies in Western Art I: Ancient through Medieval Art

ARTH 276 Studies in Western Art II: Renaissance to Modern Art

ARTH 278 Survey of Asian Art

ARTH 302 The Art of Mexico and Mesoamerica

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 201 Drawing into Painting: A Contemporary Approach to the Figure Students may count either ARTS 201 or ARTS 301, but not both, toward this pathway

ARTS 202 The Printed Image

ARTS 251 Painting

ARTS 281 Beginning Printmaking: Relief and Intaglio

ARTS 282 Beginning Printmaking: Lithography and Screen Print

ASIA 205 Introduction to Asian Literature

ASIA 305 Heroes and Rebels: Martial Arts Culture in China and Beyond

ASIA 320 Self and Society in Modern Japanese Literature

ASIA 330 Writing the Margins in Contemporary Japanese Literature

BUS 380 Entrepreneurial Mindset for the Arts

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

CONN 370 Rome: Sketchbooks and Space Studies

ENGL 212 The Craft of Literature

ENGL 227 Introduction to Writing Fiction

ENGL 228 Introduction to Writing Poetry

ENGL 229 Introduction to Creative Nonfiction

ENGL 238 Afrofuturism

ENGL 240 Digital Writing: Text, Image, and Sound

ENGL 245 Shakespeare: From Script to Stage

ENGL 277 The Book as Human Artifact

ENGL 345 Paradise Lost

ENGL 375 Special Topics in Rhetoric, Literacy and Composition when topic is Authorship and A.I.

ENGL 378 Visual Rhetoric

ENGL 381 Major Authors

FREN 392 African Film

GERM 356 Becoming Modern: Art and Media in Weimar Germany

GLAM 231 Ancient Tragedy

GLAM 232 Ancient Comedy

HUM 290 Introduction to Cinema Studies

LAS 387 Art and Revolution in Latin America

MUS 123 Discovering Music

MUS 220 Popular Music since the Birth of Rock

MUS 221 Jazz History

MUS 223 Women in Music

MUS 225 Romanticism in Music

MUS 226 Twentieth-Century Music Through Film

MUS 233 Introduction to Historical Musicology

MUS 234 Introduction to Ethnomusicology

MUS 321 Music of South Asia

MUS 330 Opera: Based on a True Story

MUS 493 Special Topics in Historical Musicology when topic is African American Music in the Concert Hall OR Black Scholars

PHIL 353 Philosophy of Film and Performing Arts

PHIL 360 Aesthetics

SPAN 326 One Hundred Years of Multitudes: A History of Latin American Film

SPAN 416 One Hundred Years of Multitudes: A History of Latin American Film

THTR 200 The Theatrical Experience

THTR 215 Fundamentals of Acting

THTR 313 Directing

THTR 325 Dramatic Writing for the Screen and Stage

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 305 Black Fictions and Feminisms

AFAM 355 African American Women in American History

ENGL 346 Jane Eyre and Its Afterlives

ENGL 365 Gender and Sexualities

ENGL 379 Special Topics in Theory

FREN 340 Francophone Women Writers

FREN 381 African Women Writers

FREN 392 African Film

GLAM 323 Sex and Gender in Ancient Greece and Rome

GQS 201 Introduction to Gender, Queer, and Feminist Studies

GQS/REL 215 Religion and Queer Politics

GQS 310 Let's Talk about Sex

GQS 340 Feminist and Queer Methodologies

HIST 305 Women and Gender in Pre-Modern Europe

HIST 349 Women of East Asia
HIST 392 Gender in Colonial Africa
LTS 300 Latina/o Literatures
LTS 375 Queer-Latinx: Art, Sex, and Belonging in America
MUS 221 Jazz History
MUS 223 Women in Music
MUS 234 Introduction to Ethnomusicology
PHIL 390 Gender and Philosophy
REL 298 Reproductive Ethics
REL 303 Sexuality and Religion
REL 307 Prisons, Gender and Education
REL 323 Gender and Sexuality in Muslim Societies
SOAN 102 Introduction to Anthropology

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 the marginalization of individuals and groups, as well as 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 communities marginalized on the basis of race and/or ethnicity?
- 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
AFAM 305 Black Fictions and Feminisms
AFAM 310 African Diaspora Experience
AFAM 320 Race, Power, and Privilege
AFAM 346 African Americans and American Law
AFAM 360 The Art and Politics of the Civil Rights Era
AFAM/COMM 370 Communication and Diversity
AFAM 401 Narratives of Race
ASIA 330 Writing the Margins in Contemporary Japanese Literature
BIOE/REL 255 Pandemic Ethics, Laws, and Health Inequities
COMM 347 Public Discourse
COMM 373 Critical Cultural Theory
CONN 318 Crime and Punishment
CONN 334 Truth and Reconciliation in South Africa and Beyond
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 238 Afrofuturism
ENGL 242 Introduction to Native American Literature
ENGL 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
ENGL 431 Advanced Seminar in American Literature when topic is Native American Literature
FREN 260 Cultures of the Francophone World

FREN 330 Introduction to Francophone Literature
GLAM 322 Race and Ethnicity in the Ancient World
HIST 252 Monuments and Memory in US History
HIST 254 African American Voices: A Survey of African American History
HIST 281 Modern Latin America
HIST 360 Frontiers of Native America
HIST 367 Immigration in the U.S.
HIST 368 The Course of American Empire: The United States in the West and Pacific, 1776-1919
HIST 376 Cuba and the Cuban Diaspora
HIST 378 History of Latinx People in the United States
HIST 383 Borderlands: La Frontera: The U.S.-Mexico Border
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
LTS 200 Latina/o America: A Critical Introduction to Latina/o Studies
LTS 300 Latina/o Literatures
LTS 375 Queer-Latinx: Art, Sex, and Belonging in America
MUS 221 Jazz History
MUS 222 Music of the World's Peoples
MUS 234 Introduction to Ethnomusicology
MUS 321 Music of South Asia
MUS 493 Special Topics in Historical Musicology when topic is African American Music in the Concert Hall OR Black Scholars
PG 339 The Politics of Empire
PG 384 Ethnic Politics: Governance across Diverse Societies
PHIL 312 Latin American and Latinx Philosophy
PHIL 389 Race and Philosophy
REL 222 Antisemitism and Islamophobia
REL 270 Religion, Activism and Social Justice
REL 302 Ethics and the Other
REL 307 Prisons, Gender and Education
SPAN 216 (Wo)men of Maize: Food Cultures of the Americas
SPAN 222 Introduction to Latin American Cultures
SPAN 311 Literature of the Americas
SPAN 316 Latin American Film
SPAN 318 Survey of Twentieth Century Latin-American/Latine Theatre
SPAN 321 Migration Narratives
SPAN 415 Bitter Flavors of the Americas: Sugar, Coffee & Bananas
THTR 250 World Theatre I: African Diaspora
THTR 252 World Theatre II: Asian Theatres
THTR 254 World Theatre III: Voices of the Americas

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 Race and Culture in Ethnic Literature
 ARTH 302 The Art of Mexico and Mesoamerica
 ARTH 361 Art and Architecture of Ancient Rome
 ARTH 367 Chinese Art
 ASIA 340 First Encounters: Japan and Europe in the 16th Century
 ASIA 344 Asia in Motion
 CONN 322 Jihad, Islamism, and Colonial Legacies
 CONN 333 Nations and Nationalism in Modern Europe
 ENGL 242 Introduction to Native American Literature
 ENGL 247 Introduction to Popular Genres
 ENGL 361 South Asian Fiction
 ENGL 362 Native American Literature
 ENGL 382 Movements when topic is Irish Literary Revival
 ENGL 431 Advanced Seminar in American Literature when topic is Frontier Mythologies, Critical Whiteness Studies, OR Native American Literature
 FREN 260 Cultures of the Francophone World
 FREN 330 Introduction to Francophone Literature
 FREN 340 Francophone Women Writers
 FREN 381 African Women Writers
 FREN 392 African Film
 GDS/IPE 211 Introduction to Global Development
 GERM 355 Culture in the Third Reich
 GERM 360 German Cultural History and Politics, 1871-Present
 GERM 395 Holocaust in Contemporary Cinema
 GERM 450 Contemporary Voices in German Literature and Film since 1989
 GLAM 111 Ancient Rome
 GLAM 330 Theories of Myth
 HIST 103 History of Modern Europe, 1815 to the Present
 HIST 224 Russia Since 1861
 HIST 252 Monuments and Memory in US History
 HIST 280 Colonial Latin America
 HIST 281 Modern Latin America
 HIST 291 Modern Africa
 HIST 293 Early Africa to 1807
 HIST 316 The British Empire
 HIST 323 Politics and Societies in Post-Soviet Eurasia
 HIST 325 Totalitarian Dictatorships in Twentieth Century Europe
 HIST 344 Resistance, Rebellion, and Revolution in China: 1800 to the Present
 HIST 360 Frontiers of Native America
 HIST 361 United States and the War in Vietnam
 HIST 368 The Course of American Empire: The United States in the West and Pacific, 1776-1919
 HIST 370 Nationalism and the Fall of Empire in Central Europe
 HIST 382 Comparative Revolution in Twentieth Century Latin America
 HIST 393 Missions and Christianity in Africa
 HUM 368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism
 LTS 200 Latina/o America: A Critical Introduction to Latina/o Studies
 LTS 376 The Art of Mestizaje

MUS 321 Music of South Asia
 PG 104 Introduction to Political Theory
 PG 339 The Politics of Empire
 PG 340 Democracy and the Ancient Greeks
 PG 346 Race in the American Political Imagination
 PG 347 Comparative Political Ideologies
 PHIL 312 Latin American and Latinx Philosophy
 REL 212 Global Islam
 REL 444 God in the Anthropocene
 SOAN 316 Cultural Politics of Global Development
 SPAN 216 (Wo)men of Maize: Food Cultures of the Americas
 SPAN 222 Introduction to Latin American Cultures
 SPAN 326 One Hundred Years of Multitudes: A History of Latin American Film
 SPAN 415 Bitter Flavors of the Americas: Sugar, Coffee & Bananas
 SPAN 416 One Hundred Years of Multitudes: A History of Latin American Film
 STHS 325 Natural History Museums and Society
 STHS 344 Ecological Knowledge in Historical Perspective

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?

AFAM 401 Narratives of Race
 ARTH 275 Studies in Western Art I: Ancient through Medieval Art
 ARTH 278 Survey of Asian Art
 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
 ASIA 310 Death and Desire in Pre-modern Japanese Literature
 ENGL 231 Medieval and Renaissance Literature
 ENGL 371 History of the English Language
 ENGL 381 Major Authors when topic is Chaucer
 ENGL 383 Eras when topic is Dante, Chaucer, and the City
 ENGL 433 Advanced Seminar in Rhetoric and Literacies when topic is History of the English Language
 GLAM 110 Before East and West
 HIST 112 Late Antiquity and the Early Middle Ages
 HIST 113 Europe and the Mediterranean World, 1050-1650: A History in 100 Objects
 HIST 230 England from the Romans to the Tudors
 HIST 245 Chinese Civilization
 HIST 293 Early Africa to 1807
 HIST 304 The Global Renaissance, c.1300-1600
 HIST 305 Women and Gender in Pre-Modern Europe

HIST 307 The Crusades
HIST 314 War and Society in Premodern Europe
HON 206 The Arts of the Classical World and the Middle Ages
Only for students enrolled in the Honors Program.
HUM 302 Mystics, Knights, and Pilgrims: The Medieval Quest
HUM 303 The Monstrous Middle Ages
HUM 330 Tao and Landscape Art
HUM 367 Word and Image
REL 204 Religions of the Book
REL 233 Japanese Religious Traditions
REL 310 Christianity and Law in the West
REL 350 Mysticism & Spirituality in Christianity
REL 363 Saints, Symbols, and Sacraments: History of Christian Traditions
STHS 201 Alchemy, Astronomy, and Medicine before 1700
THTR 371 Theatre History I: From the Origins of Theatre to the 17th Century

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
BIOE/REL 255 Pandemic Ethics, Laws, and Health Inequities
BIOE/PHIL 292 Basics of Bioethics
BIOE/REL 292 Basics of Bioethics
CONN 393 The Cognitive Foundations of Morality and Religion
ENGL 348 Illness and Narrative: Discourses of Disease
ENGL 375 Special Topics in Rhetoric, Literacy and Composition when topic is Authorship and A.I.
ENVP 326 People, Politics, and Parks
ENVP 335 Thinking About Biodiversity
ENVP 355 Sacred Ecology (0.25 units.)
HIST 364 American Environmental History
HON 212 Origins of the Modern World View Only for students enrolled in the Honors Program.
HUM 202 The Psychedelic Renaissance
PHIL 105 Neuroethics and Human Enhancement
PHIL 230 Philosophy of Mind
PHIL 232 Philosophy of Science
PHIL 285 Environmental Ethics
PHIL 286 Ethics, Data, and Artificial Intelligence
PHIL 320 British Empiricism
PHIL 321 17th- and 18th-Century Philosophy
PHIL 330 Epistemology
PHIL 336 Philosophy of Language
PHIL 389 Race and Philosophy
PHIL 390 Gender and Philosophy
REL 298 Reproductive Ethics
REL 301 Consciousness and the Bourgeoisie
STHS 100 Apes, Angels, and Darwin
STHS 200 History of Modern Science and Technology
STHS 201 Alchemy, Astronomy, and Medicine before 1700

STHS 330 Evolution and Society Since Darwin
STHS 333 Evolution and Ethics
STHS 340 Finding Order in Nature
STHS 344 Ecological Knowledge in Historical Perspective
STHS 366 Medicine in the United States: Historical Perspectives
STHS 370 Science and Religion in the United States: From Evolution to Climate Change
STHS 375 Science, Technology, and Politics

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?

ARTH 275 Studies in Western Art I: Ancient through Medieval Art
ARTH 276 Studies in Western Art II: Renaissance to Modern Art
ARTH 278 Survey of Asian Art
ARTH 302 The Art of Mexico and Mesoamerica
ARTH 380 Museums and Curating in the 21st Century: History, Theory, and Practice
ASIA 225 Visualized Fiction: Cinematic Adaptations of Traditional Chinese Literature
ASIA 305 Heroes and Rebels: Martial Arts Culture in China and Beyond
COMM 170 Introduction to Media Studies
COMM 372 Contemporary Media Culture: Deconstructing Disney
CONN 303 Art-Science: Inquiry into the Intersection of Art, Science, and Technology
CONN 313 Biomimicry and Bioart
CONN 330 Finding Germany: Memory, History, and Identity in Berlin
CONN 375 The Art and Science of Color
CONN 480 Informed Seeing
ENGL 277 The Book as Human Artifact
ENGL/HUM 340 Film Genres
ENGL 356 Bollywood Film
ENGL 378 Visual Rhetoric
FREN 270 Conversational French and Film
FREN 392 African Film
GERM 300 German Cinema of the Weimar Republic and under National Socialism, 1919-1945
GERM 350/350 From Rubble to New Reality: German Cinema after World War Two
GERM 355 Culture in the Third Reich
GERM 356 Becoming Modern: Art and Media in Weimar Germany
GERM 395 Holocaust in Contemporary Cinema
GERM 470 Writing with Light: Literature and Photography
GLAM 231 Ancient Tragedy
HIST 113 Europe and the Mediterranean World, 1050-1650: A History in 100 Objects
HIST 381 Film and History: Latin America
HON 206 The Arts of the Classical World and the Middle Ages
Only for students enrolled in the Honors Program.
HUM 290 Introduction to Cinema Studies

HUM 330 Tao and Landscape Art
 HUM 367 Word and Image
 LAS 387 Art and Revolution in Latin America
 PHIL 353 Philosophy of Film and Performing Arts
 PHIL 360 Aesthetics
 SOAN 308 Visual and Media Anthropology
 SPAN 315 Spanish Film
 SPAN 316 Latin American Film
 SPAN 317 Modern Spanish Theater
 SPAN 318 Survey of Twentieth Century Latin-American/Latine Theatre
 SPAN 322 Visual Culture and Modernity in Latin America
 SPAN 326 One Hundred Years of Multitudes: A History of Latin American Film
 SPAN 416 One Hundred Years of Multitudes: A History of Latin American Film
 THTR 200 The Theatrical Experience
 THTR 371 Theatre History I: From the Origins of Theatre to the 17th Century
 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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Humanities (HUM)

200 Homer to Hitchcock: the History of Ideas in the Arts This course examines ways in which the arts (literary, cinematic, theatrical, visual, and aural) develop key ideas that help shape a culture's system of beliefs. The ideas and themes under consideration vary with different versions of this course. Recent examples include the myth of the "rugged individual," the nature of the unconscious, the relationship between imitative behavior, rivalry, and violence, the quest for forbidden knowledge, the pursuit of flow states for peak performance, the "psychedelic renaissance."

201 The Arts, Ideas, and Society: Western Tradition A Survey of intellectual developments in western civilization from the Renaissance through the eighteenth century focusing on the relationship between the individual and the state. Emphasis is placed on the many narrative genres Miguel de Cervantes's *Don Quixote* (1605) encompasses and subverts: the chivalric romance, the picaresque narrative, the Moorish romance, the pastoral romance, etc., as well as on the visual arts. *Offered occasionally.*

202 The Psychedelic Renaissance This course situates what is being called "the psychedelic renaissance" (the recent movement to legalize psychedelic substances for clinical use in treating a variety of mental illnesses) within several intersecting areas of study: philosophical idealism, religious mysticism, shamanism, Romantic era poetry, depth psychology and psychotherapy. While mainstream media outlets focus on the successes of psychedelic therapies in clinical trials, the decriminalization of psilocybin in several U.S. cities, and financial opportunities for the pharmaceutical industry, little attention is paid to what it might mean for our society to embrace the use of consciousness-expanding drugs, given their potential to radically challenge our most fundamental beliefs about the nature of reality and human identity. Our study of the psychedelic renaissance thus serves as a platform for thinking about some

of the big questions that attend the human condition: Why does anything exist? Is the universe intelligential and purposive or mindless and mechanistic? Does the brain create the mind, or does the mind create my brain? Does consciousness extend beyond waking awareness? If so, what does it experience? To what extent do I exist separately from others? What is death? *Offered every 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. *Offered occasionally.*

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. *Offered occasionally.*

301 The Idea of the Self See Connections in the Core Curriculum section of this *Bulletin* for course description.

302 Mystics, Knights, and Pilgrims: The Medieval Quest See Connections in the Core Curriculum section of this *Bulletin* for course description.

303 The Monstrous Middle Ages See Connections in the Core Curriculum section of this *Bulletin* for course description.

330 Tao and Landscape Art See Connections in the Core Curriculum section of this *Bulletin* for course description.

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 occasionally.*

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. *Offered occasionally.*

368 A Precious Barbarism: Enlightenment, Ideology, and Colonialism See Connections in the Core Curriculum section of this *Bulletin* for course description.

399 Library as Collaboratory 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

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 occasionally.*

495 Independent Study Variable credit up to 1.00 unit. 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. May be repeated for credit up to 4.00 units. *Cannot be audited. Cannot be taken Credit/No Credit.*

INTERNATIONAL POLITICAL ECONOMY

Social Scientific and Historical Perspectives Division

Professor

Bradford Dillman (On Leave Spring 2025)

Nick Kontogeorgopoulos

Pierre Ly

Emelie Peine, Director

Visiting Assistant Professor

Elizabeth Nunn, Economics

About the Program

How are global issues shaped by political, economic and social institutions? How does the relationship between states, markets and social movements on a global stage affect issues like migration, poverty, and the environment? How are power and wealth distributed between and within nations?

The International Political Economy (IPE) major prepares students for an increasingly interdependent world through the study of global issues. Students take courses in IPE, as well as in economics, political science, sociology and anthropology, so they can understand the world from different (and sometimes competing) perspectives. The IPE major culminates in a senior thesis in which students demonstrate the depth and breadth of the liberal arts education to tackle a complex question. Many IPE alumni work in careers related to the interests they developed as IPE students.

The IPE program offers study abroad project grants for IPE majors studying abroad. Further, the IPE program funds several competitive summer grants to support IPE majors pursuing an international internship or an independent research project. Upon return, students write a report reflecting on their experience and give a presentation about their work.

The IPE program offers a variety of experiential learning opportunities for students to study outside of the classroom setting and become involved in the community. Almost two-thirds of IPE students study abroad to further their education and international experience, while many others accept international summer internships.

Program Objectives

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.

After graduation, IPE students are equipped with essential writing, speaking, and critical thinking skills that prepare them for a wide range of future careers. IPE alumni have succeeded in a wide range of careers, in business, law, government, non-government organizations, think-tanks, or education, in the US and abroad.

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 in International Political Economy (BA)

1. IPE 101, ECON 101
2. IPE 205 or ECON 271 or IPE/GDS 211
3. One class each in PG and SOAN (100 level or above)
4. IPE 301
5. 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. 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.
6. 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. Any changes to major requirements must be reviewed and approved by the student's IPE advisor, and subject to approval of the IPE Director.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

International Political Econ (IPE)

101 Power and Wealth in Global Affairs: Introduction to International Political Economy Throughout the world, societies, markets, and governments are in upheaval. Some would even argue that we are on the brink of a new world order. So how do we understand the current historical moment? How are nation-states being remade in the face of the hyper-mobility of capital? Are global corporations the new arbiters of rule? What is the fate of global cooperation in an era of growing nationalism? How are emerging economies and global social movements challenging the terms of the globalization debate? How are power and wealth distributed between and within nations? International Political Economy engages students to understand how the relationship between states, markets and civil society on a global stage affect issues like poverty, inequality, unemployment, security, and climate change. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every semester.*

191 Model United Nations 0.25 activity units. In this course students learn about the functioning of the United Nations and participate in a Model UN conference. Students research contemporary issues facing the UN and debate these issues from the perspective of a selected country. Fees may be required to cover conference costs. Course may be repeated. *May be repeated for credit. Pass/Fail Required. Cannot be audited.*

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. *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 as IPE/GDS 211. Cross-listed as GDS/IPE 211. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Cannot be taken Credit/No Credit. Offered every year.*

261 Market Effects of Public Policy: A Comparative Analysis This course combines Economic and IPE approaches to understand and compare different governments' choices to influence markets and how those choices affect incentives and the behavior of economic agents (consumers, suppliers, laborers, employers, policymakers, etc.) in markets which are "misbehaving". In one way or the other, the markets considered in this class do not meet the economic goals of efficiency, equity, stability, or growth, requiring government action. This action, however, often creates distortions of its own. By considering nations' differing approaches to common problems, the successes and failures of government policy can be evaluated. The purpose of this course is to identify the need for market intervention, apply and evaluate policies which seek to achieve national goals, and identify optimal government action in the context of both economic, political, and cultural realities. Policy areas considered include healthcare, environmental protection, education, taxation, and equity. *Cross-listed as ECON/IPE 261. Prerequisite: ECON 101. 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 and research methods used to answer questions in IPE. Students identify and research questions suitable for the senior thesis. *Prerequisite: 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 as IPE/SOAN 323. Cross-listed as IPE/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. *Satisfies the Experiential Learning Core Requirement. Offered frequently.*

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. *Offered occasionally.*

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 as BUS/IPE 361. Cross-listed as BUS/IPE 361. 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 and assesses the constraints and opportunities states face and how they have tried to reshape their political and economic institutions. Attention is paid to relationships that exist between the state, business, labor, civil society, international capital, and foreign governments. Topics include the relationship of economic reform to democratization, regional integration, religious radicalism, and corruption and illicit transactions. *Prerequisite: IPE 101, PG 102, or permission of instructor. 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 201 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 and August. 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. *Prerequisite: IPE 101 and junior or senior standing. Offered occasionally.*

389 Global Struggles Over Intellectual Property See Connections in the Core Curriculum section of this *Bulletin* for course description.

401 Senior Thesis Seminar Rigorous examination of topics of current interest in International Political Economy. This course is designed to allow students to participate in focused discussion and thoughtful analysis of a number of topics in IPE while they research and write their senior theses. *Prerequisite: IPE 301. Offered every semester.*

405 The Idea of Wine See Connections in the Core Curriculum section of this *Bulletin* for course description.

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 in this course 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. *Cross-listed as IPE/SOAN 407. Offered every year.*

427 Competing Perspectives on the Material World See Connections in the Core Curriculum section of this *Bulletin* for course description.

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *May be repeated for credit. Cannot be audited. Cannot be taken Credit/No Credit.*

JAPANESE

Associate Professor

Mengjun Li, Asian Studies

Students interested in a major or minor in Japanese language and culture should consult the Asian Studies section in this *Bulletin*.

LATIN

Students interested in Latin language courses should consult the Classics and Ancient Mediterranean Studies section in this *Bulletin*.

LATIN AMERICAN STUDIES

Artistic and Humanistic Perspectives Division

Professor

Monica DeHart, Director
Brendan Lanctot, Hispanic Studies
Nila Wiese, School of Business and Leadership (On Leave 2024-2025)

Advisory Committee

Andrew Gomez, History
Pepa Lago-Grana, Hispanic Studies
Ariela Tubert, Philosophy

About the Program

The Latin American Studies Program offers an interdisciplinary approach to the study of Latin America, as well as promoting campus engagement with Latin American issues through discussions, presentations, and cultural events. The United States and the countries of Latin America have historically exerted great influence on each other and, today, are more intertwined than ever before. Drawing on courses from Business and Leadership, Hispanic Studies, History, International Political Economy, Philosophy, Politics and Government, Sociology and Anthropology, and Philosophy, students minoring in Latin American Studies gain an in-depth understanding of the region, past and present, through the application of 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). 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/Latinx culture and communities through internships and other experiential learning 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 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 in Latin American Studies

1. Completion of a minimum of five (5) units, to include:
 - A gateway course of LAS 100, SPAN 212, or HIST 281 (1 unit);
 - Four elective courses from a minimum of two different fields of study from the list below (4 units);
2. At least two of the electives taken for the minor must be at the 300 or 400 level.
3. An internship in or other EXLN-designated course in or related to Latin America or Latin Americans in the United States can count as the elective if it meets university requirements and is approved by the director of Latin American Studies.
4. Students minoring in Latin American Studies must complete two semesters of Spanish at the 101-102 level, or one semester at the 200 level with a passing grade, or demonstrate Spanish language competency through the terms specified by the Language Graduation Requirement.
5. Students must complete two of the required elective units for the minor at Puget Sound.

A maximum of two courses applied to the minor can be taken in the student's primary major.

Course List

BUS 472 Business in Latin America
CONN 395 China and Latin America: A New Era of Transpacific Relations
HIST 281 Modern Latin America
HIST 367 Immigration in the U.S.
HIST 376 Cuba and the Cuban Diaspora
HIST 381 Film and History: Latin America
LAS 387 Art and Revolution in Latin America
LAS 399 Latin America Travel Seminar
LTS 200 Latina/o America: A Critical Introduction to Latina/o Studies
PG 311 Politics of Detention: Criminal Justice, Immigration, and the War on Terror
PG 330 Peace, Justice, and Reconciliation in Latin America
PHIL 312 Latin American and Latinx Philosophy

SOAN 275 Border Crossings: Transnational Migration and Diaspora Studies LAS credit only when taught by Professor DeHart
 SOAN 315 Identity Politics in Latin America
 SOAN 316 Cultural Politics of Global Development
 SPAN 216 (Wo)men of Maize: Food Cultures of the Americas
 SPAN 222 Introduction to Latin American Cultures
 SPAN 310 Special Topics in Literary and Cultural Studies when Latin American content
 SPAN 311 Literature of the Americas
 SPAN 313 Hispanic Short Story
 SPAN 314 Hispanic Poetry
 SPAN 316 Latin American Film
 SPAN 318 Survey of Twentieth Century Latin-American/Latine Theatre
 SPAN 320 Literature, Theory, and Practice when Latin American content
 SPAN 321 Migration Narratives
 SPAN 322 Visual Culture and Modernity in Latin America
 SPAN 410 Special Topics in Hispanic Studies when Latin American content
 SPAN 412 Seminar in Nineteenth-Century Latin America
 SPAN 415 Bitter Flavors of the Americas: Sugar, Coffee & Bananas
 SPAN 416 One Hundred Years of Multitudes: A History of Latin American Film

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Latin American Studies (LAS)

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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

380 Around Macondo in Eighty Days See Connections in the Core Curriculum section of this *Bulletin* for course description.

387 Art and Revolution in Latin America See Connections in the Core Curriculum section of this *Bulletin* for course description.

398 Latin American Studies Travel Seminar Activity Variable credit up to 0.25 activity units. This activity credit course supplements LAS 399 Latin American Travel Seminar that includes a study-travel component following the end of the term. Students can enroll for 0 units or 0.25 units. *Prerequisite: Concurrent enrollment in LAS 399. Cannot be audited.*

399 Latin America Travel Seminar See Connections in the Core Curriculum section of this *Bulletin* for course description.

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be taken Credit/No Credit.*

LATINA/O STUDIES

Artistic and Humanistic Perspectives Division

Professor

Pepa Lago-Grana, Hispanic Studies

Associate Professor

Jairo Hoyos Galvis, Director (On Leave Fall 2024)
 Advisory Committee
 Andrew Gomez, History

About the Program

Latina/o Studies is an academic field born out of the social and political movements of Latinos in the U.S. The Latina/o Studies program (LTS) explores the historical, cultural, political, and socio-economic experiences of the largest marginalized ethnic group in the United States. The LTS program aims to produce knowledge about the growing Latina/o populations living in the United States in order to challenge taken-for-granted notions of race, ethnicity, and citizenship as they intersect with transnational identities. LTS is interdisciplinary by nature, and includes research from the fields of history, law, literature, economics, education, sociology, linguistics, philosophy, and health and medicine, covering a plethora of topics, including critical race theory, postcolonial and decolonial theory, border studies and immigration, gender studies, film studies, and critical and cultural studies. The LTS minor provides a comprehensive, in-depth approach to key issues in order to create lasting change in local and global communities. Students in the LTS program prepare themselves for graduate studies and careers in law, counseling, education, marketing, journalism, social work, public policy, and health care.

Students who graduate from the Latina/o Studies Program will be able to:

- To understand the historical, cultural, political, and socio-economic experiences of Latina/o communities.
- To Integrate the body of knowledge about these populations into the understanding of the U.S.
- To engage with Latina/o communities through the public and the private sector.

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 in Latina/o Studies

Completion of a minimum of five units, to include:

1. LTS 200 Latina/o America: A Critical Introduction to Latino Studies (1 unit);
2. Three courses from the following list of electives (3 units);
3. A capstone experience: either a course with a research component relevant to LTS content, or a credit-bearing internship relevant to LTS content. Capstone experience must be pre-approved by the LTS Director. Students whose capstone is not for credit will need a fourth elective to reach the required 5 unit requirement.

Minor Electives

AFAM 320 Race, Power, and Privilege
AFAM 401 Narratives of Race
CONN 335 Race and Multiculturalism in the American Context
ECON 240 Economics of Migration
HIST 152 American Experiences I: Origins to 1877
HIST 153 American Experiences II: 1877 to Present
HIST 367 Immigration in the U.S.
HIST 376 Cuba and the Cuban Diaspora
HIST 378 History of Latinx People in the United States
HIST 380 Modern Mexico: From Revolution to NAFTA
HON 214 Interrogating Inequality
LAS 100 Introduction to Latin American Studies
LTS 300 Latina/o Literatures
LTS 375 Queer-Latinx: Art, Sex, and Belonging in America
LTS 376 The Art of Mestizaje
LTS 400 Special Topics in Latina/o Studies
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 345 Intersectionality as Theory and Method
PG 346 Race in the American Political Imagination
PHIL 312 Latin American and Latinx Philosophy
PHIL 389 Race and Philosophy
SOAN 215 Race and Ethnic Relations
SOAN 275 Border Crossings: Transnational Migration and Diaspora Studies
SPAN 203 Advanced Grammar and Composition whenever the course includes significant Latina/o Studies content
SPAN 215 Spanish in the United States
SPAN 216 (Wo)men of Maize: Food Cultures of the Americas
SPAN 222 Introduction to Latin American Cultures whenever the course includes significant Latina/o Studies content
SPAN 310 Special Topics in Literary and Cultural Studies whenever the course includes significant Latina/o Studies content
SPAN 313 Hispanic Short Story whenever the course includes significant Latina/o Studies content
SPAN 316 Latin American Film whenever the course includes significant Latina/o Studies content
SPAN 321 Migration Narratives
SPAN 329 Literatures Latinx
SPAN 415 Bitter Flavors of the Americas: Sugar, Coffee & Bananas whenever the course includes significant Latina/o Studies content
STHS 330 Evolution and Society Since Darwin
STHS 366 Medicine in the United States: Historical Perspectives

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Latina/o Studies (LTS)

200 Latina/o America: A Critical Introduction to Latina/o Studies

More than 50 million Latinos live in the United States of America, which makes the U.S. the second-largest Spanish-speaking country in the world. In this course, students analyze the cultural, historical, political and social experiences of U. S. Latinos, or “Latinx America.” This course understands the place of Latinx communities in the rising U.S. nation as a political and economic agent that shaped the history of the world in the 19th and 20th century. First, the course examines the roots of the US Hispanic populations, and also how colonization imposed Hispanic cultures and languages in North, Central and South America. Second, the course analyzes the experiences of the Latinx communities in the United States in the 19th and 20th centuries through various topics: Latino immigration, practices of racism and colonization, strategies of resistance, political and social movements, U.S. policies regarding Latino communities, and Latinx gender practices, among others. Taught in English. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

300 Latina/o Literatures Latina/o literature explores the heterogeneity of Latina/o experiences in the U.S. While the course is not a survey of Latino literary history, it introduces students to contemporary expressions of Latina/o literature. Plays, short stories, novels, testimonies, poems, essays, and film help students to study the complex and often-silenced histories of the Latina/o communities. The course understands literature and cultural productions as a platform for social, historical, and political histories. Literature becomes a place where ideologies are contested, debated and articulated. In this course, students will explore questions related to community, diaspora, immigration, racism, transnational politics, discourses of privilege, and intersections of sexuality, gender, and class. This course is taught in English, with some readings in Spanglish, a language that resulted from interaction between Spanish and English. Taught in Spanish. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

310 Critical Introduction to Linguistics This course is an overview of the scientific study of language and the sociopolitical phenomena associated with its use. The aim is to identify elements that are shared by all languages, as well as the range of devices and strategies that different languages use to perform the same function. Students will examine the definitional characteristics of language and general aspects of its structure and organization. We will also delve into issues related to the use of language, including how language users construct conversations, why and how languages develop dialects, and how language is learned. Finally, we will investigate and present information about diverse linguistic communities in the U.S. *Cannot be audited. Offered frequently.*

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 artists and their political intervention in the public sphere. In this class, students will engage with questions of disability, immigration, legality, race, and sexuality in America. This course is taught in English, with some readings in Spanglish, a hybrid language that resulted from interaction between Spanish and English. Taught in English. *Offered frequently.*

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. Taught in Spanish. *Cannot be audited. Offered occasionally.*

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

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite:* Junior or Senior class standing. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit. Offered occasionally.*

MATHEMATICS AND COMPUTER SCIENCE

Natural Scientific and Mathematical Perspectives Division

Professor

David Chiu

Associate Professor

America Chambers, Chair
 Jake Price (On Leave Spring 2025)
 Adam Smith

Assistant Professor

Sunita Chopuri
 Marissa Masden
 Maddie Weinstein

Visiting Assistant Professor

Baha Alsaify
 Sara Amato
 Cynthia Gibson

Instructor

Alison Paradise

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 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, and computer networks.

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 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 orally 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 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.

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.

Requirements 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, MATH 260, or equivalent.
3. Completion of five upper-division units in mathematics to include the following:
 - MATH 300
 - MATH 480 or MATH 490.

Notes for 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.
4. Currently-offered sets of related upper-division courses to provide depth in the major include MATH 301/302, 335/471, 340/345, 350/355, 375/376, 480/481, 490/491.
5. Students majoring in mathematics should take CSCI 161 in their first two years.

Requirements 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 CSCI 161, 261, 240, 281, 291, 361, and 475.
2. Completion of MATH 210. MATH 290 and MATH 300 may be substituted for MATH 210, if the student earns a C or higher in both courses.
3. Completion of two upper-division CSCI electives.
4. Completion of the Capstone CSCI 440.

Notes for 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.
4. Students majoring in computer science are encouraged to take MATH 210 in the first two years.

Requirements for the Minor in Mathematics

1. Completion of five units in mathematics, two of which must be numbered 170 or higher.
 - MATH 103 and MATH 110 do not count toward a minor in mathematics.
 - 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.

- HON 213 may count toward the 170-level requirement.
- PHIL 240 may count toward the minor. It will not count as one of the required mathematics courses numbered 170 or higher.
- 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.

Requirements for the Minor in Computer Science

1. Completion of CSCI 161 and 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 MATH 300 may be substituted for MATH 210, if the student earns a C or higher in both courses.

Notes for the major and minor

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

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Computer Science (CSCI)

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. *Prerequisite: MATH 110 or three years of high school math required. Students who received credit for CSCI 161 or 261 will not receive credit for CSCI 141. Offered occasionally.*

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. Offered every semester.*

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 higher. Offered frequently.*

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 with C– or higher grade, or permission of the instructor. Offered every semester.*

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 with a grade of C– or higher. 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 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 with a grade of C– or higher. 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. May be repeated for credit up to 4 times. Pass/Fail Required. 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. *Cross-listed as CSCI/MATH 310. Prerequisite: MATH 280, 290, and CSCI 161 or equivalent. All prerequisite courses must have been completed with a grade of C– or higher.*

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 with a grade of C– or higher. Offered occasionally.*

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 reinforce key concepts from the course. *Prerequisite: CSCI 240 with a grade of C– or higher. 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. *Cross-listed as CSCI/MATH 335. Prerequisite: MATH 280, 290, and CSCI 161 or equivalent. All prerequisite courses must have been completed with a grade of C– or higher. 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. *Prerequisite: CSCI 261, 281 (may be taken concurrently), and MATH 210. In lieu of MATH 210, students may take MATH 290 with a grade of C or better, and a 300-level or 400-level mathematics course from List B with a grade of C or better. 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. *Prerequisite: CSCI 361 with a grade of C– or higher. 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 with a grade of C– or higher, or permission of the instructor. May be repeated for credit. 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: MATH 180 and CSCI 361 (may be taken concurrently) with a grade of C– or higher, 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. All prerequisite courses must have been completed with a grade of C– or higher. Offered spring semester.*

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 and MATH 210 or permission of instructor. All prerequisite courses must have been completed with a grade of C– or higher. Offered frequently.*

460 Senior Project A practical computer software development experience to incorporate topics learned in advanced computer science courses with the tools and techniques for software development studied in the software engineering class. Students may enroll in either the one-semester, one-unit 460 or the two-semester, 0.5 unit per semester sequence, but not both. *Prerequisite: CSCI 240, with at least one upper-division computer science course in an area related to the project. All prerequisite courses must have been completed with a grade of C– or higher. Cannot be audited.*

461 Senior Project 0.50 units. 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. *Prerequisite: CSCI 240, with at least one upper-division computer science course in an area related to the project. All prerequisite courses must have been completed with a grade of C– or higher. Cannot be audited.*

462 Senior Project 0.50 units. 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. *Prerequisite: CSCI 240, with at least one upper-division computer science course in an area related to the project. All prerequisite courses must have been completed with a grade of C– or higher. Cannot be audited.*

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 with a grade of C– or higher. 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 240, 361 and 281. CSCI 370 is recommended. All prerequisite courses must have been completed with a grade of C– or higher. Offered occasionally.*

491 Senior Thesis Variable credit up to 1.00 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: 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 GPA of at least 3.5 in all major courses numbered 300 or above. May be repeated for credit up to 1.00 unit.*

492 Senior Thesis Variable credit up to 1.00 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: 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 GPA of at least 3.5 in all major courses numbered 300 or above.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or senior class standing and cumulative grade average of 3.0. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or senior class standing and cumulative grade average of 3.0. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. May be repeated for credit up to 2.00 units. *Cannot be audited. Cannot be taken Credit/No Credit.*

Mathematics (MATH)

103 Introduction to Contemporary Mathematics This course provides an introduction to contemporary mathematics and its applications. It may include topics from statistics, management science, social choice, and the geometry of size and shape. 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. No credit will be given for MATH 103 if the student has prior credit for another mathematics course that is equivalent to any course numbered MATH 110 or higher. Offered spring semester.*

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 and an introduction to algebraic functions, exponential and logarithmic functions, and trigonometric functions. *Prerequisite: Three years of high school mathematics. Offered fall semester.*

150 Finite Mathematics An introduction to areas of applied math that use the skills of first year algebra. There are many topics that could be covered: Linear Systems, Matrix Theory, Linear Programming, Counting and Probability, Game Theory, Markov Processes, Finance Models, Graph Theory. The specific topics covered are at the discretion of the professor and can be tailored to the backgrounds of the students. This course contains topics of particular interest to students studying business or business-related topics. It is an excellent choice for those students who are also seeking a minor in mathematics. *Prerequisite: Three years of high school mathematics. Offered spring semester.*

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 instead. *Prerequisite: Three years of high school mathematics.*

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. *Prerequisite:* Three years of high school mathematics. Students will not receive credit for MATH 170 if they have already received credit for MATH 180, 181, or 280, without prior permission of the department. Offered spring semester.

180 Calculus and Analytic Geometry I Single-variable calculus has two main aspects: 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, graphical, numerical, and physical model points of view. *Prerequisite:* MATH 110 or equivalent with C– or higher.

181 Calculus and Analytic Geometry II This course is a continuation of MATH 180. It focuses on integration and its relation to differentiation. Topics include definite integrals, antiderivatives, the Fundamental Theorems of Calculus, applications of integration, sequences, and series. The central ideas are explored from the symbolic, graphical, numerical, and physical model points of view. *Prerequisite:* MATH 180 with a grade of C– or higher, or its equivalent.

210 Introduction to Mathematics of Computer Science This course provides 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, and graph theory, and possibly formal languages and automata. *Prerequisite:* CSCI 161 with a grade of C– or higher.

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.

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 graphical, and the numerical 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 with a grade of C– or higher.

290 Linear Algebra This course is a study of the basic concepts of linear algebra and their applications. Students will 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 180, 181 or 280 with a grade of C– or higher, or permission of instructor.

295 Problem Seminar No credit. In this class, students and faculty discuss problems that cut across the boundaries of the standard courses, and they 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. *May be repeated for credit. Pass/Fail Required.*

296 Problem Seminar in Mathematical Modeling No credit. In this class 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. All prerequisite courses must have been completed with a grade of C– or higher. *May be repeated for credit up to 8 times. Pass/Fail Required.*

300 Introduction to Theoretical Mathematics This course covers the fundamentals of theoretical mathematics with a particular focus on writing clear and rigorous mathematical proofs. The course introduces mathematical logic, set theory, function theory, equivalence relations, cardinality, and the Axiom of Choice. It also exposes students to a variety of subfields of theoretical mathematics, which may include abstract algebra, real analysis, topology, number theory, and/or combinatorics. Throughout the course, students learn standard mathematical writing conventions and proof techniques such as direct proofs, proof by contradiction, and mathematical induction. After completing this course, students will have the foundations to take other theoretical mathematics courses and will have a better understanding of the different fields of mathematics. This course is a prerequisite for all other courses in the department that focus on theoretical mathematics. *Prerequisite:* MATH 180, 181 or 280 with a grade of C– or higher, or permission of instructor. Offered every semester.

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. All prerequisite courses must have been completed with a grade of C– or higher. 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 with a grade of C– or higher. Offered fall semester.

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. *Cross-listed as CSCI/MATH 310. Prerequisite:* MATH 280, 290, and CSCI 161 or equivalent. All prerequisite courses must have been completed with a grade of C– or higher.

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. *Cross-listed as CSCI/MATH 335. Prerequisite: MATH 280, 290, and CSCI 161 or equivalent. All prerequisite courses must have been completed with a grade of C– or higher. 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. *Prerequisite: MATH 290 with grade of C– or higher and MATH 300 with grade of C– or higher. Offered every other year.*

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. *Prerequisite: MATH 300 with a grade of C– or higher. Cannot be audited. Offered every other year.*

350 Topology Building on the foundation of point-set topology, this course introduces more advanced topics in topology such as metric spaces, quotient spaces, covering spaces, homotopy, the fundamental group, mathematical knots, and manifolds. *Prerequisite: MATH 280 with grade of C– or higher and MATH 300 with grade of C– or higher. Cannot be audited. Offered every other year.*

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. *Prerequisite: MATH 280 and 290 or equivalents, and MATH 300. All prerequisite courses must have been completed with a grade of C– or higher. Offered every other year.*

360 Advanced Applied Statistics This course covers advanced methods in applied statistics, beyond those of MATH 260. The analyses will be conducted using R, so students entering the course should already have a working knowledge of R. Topics may include generalized linear models, Bayesian statistics, time series analysis, categorical data analysis, and/or statistical graphics. *Prerequisite: MATH 260 with a grade of C– or higher, the equivalent, or permission of the instructor. Offered every other year.*

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, sampling distributions, laws of large numbers, and the central limit theorem. The course emphasizes modeling real-world phenomena throughout. *Prerequisite: MATH 280 and 290 or equivalents. All prerequisite courses must have been completed with a grade of C– or higher. Offered fall semester.*

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 is usually the case in applied statistics. *Prerequisite: MATH 375 or equivalent with a grade of C– or higher. Offered every other year.*

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. *Prerequisite: MATH 280 with a grade of C– or higher. Offered every other year.*

390 Advanced Linear Algebra This course begins as a review and continuation of MATH 290. 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 with grade of C– or higher and MATH 300 with grade of C– or higher.*

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. May be repeated for credit. Offered occasionally.*

471 Mathematical Modeling This course is a study of the process of mathematical modeling as well as specific deterministic (both discrete and continuous) and stochastic models. Certain mathematical topics such as graph theory are developed as needed. *Prerequisite: MATH 280 and 290; MATH 375 recommended. All prerequisite courses must have been completed with a grade of C– or higher. Offered every other year.*

480 Real Analysis I This course provides a rigorous study of the theory behind 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. The focus is on functions of one variable.

Molecular and Cellular Biology

Prerequisite: MATH 280 with grade of C– or higher and MATH 300 with grade of C– or higher. Offered fall semester.

481 Real Analysis II This course continues the rigorous study of the theory behind calculus, focusing on scalar- and vector-valued functions of several variables. Additional topics may include differential geometry of curves and surfaces or vector calculus. *Prerequisite: MATH 280 or equivalent, MATH 300, and MATH 480. All prerequisite courses must have been completed with a grade of C– or higher. Offered spring semester.*

490 Abstract Algebra I This course presents a rigorous study of abstract algebra, with an emphasis on writing proofs. Modern applications of abstract algebra to problems in chemistry, art, and computer science show 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 also be covered. *Prerequisite: MATH 290 with grade of C– or higher and MATH 300 with grade of C– or higher. Offered fall semester.*

491 Abstract Algebra II This course continues the rigorous study of abstract algebra, with an emphasis on writing proofs. It continues where MATH 490 leaves off and may include topics such as extension fields and Galois theory. *Prerequisite: MATH 290, MATH 300, and MATH 490. All prerequisite courses must have been completed with a grade of C– or higher. Offered spring semester.*

492 Senior Thesis Variable credit up to 1.00 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, which consists of the student's faculty supervisor and two other faculty members. This committee is involved in the final evaluation of the project. The results of the project are presented in a public seminar and/or written in a publishable form. *Prerequisite: 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 GPA of at least 3.5 in all major courses numbered 300 or above. May be repeated for credit up to 1.00 unit.*

493 Senior Thesis Variable credit up to 1.00 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, which consists of the student's faculty supervisor and two other faculty members. This committee is involved in the final evaluation of the project. The results of the project are presented in a public seminar and/or written in a publishable form. *Prerequisite: 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 GPA of at least 3.5 in all major courses numbered 300 or above.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or senior class standing and cumulative grade*

average of 3.0. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior or senior class standing and cumulative grade average of 3.0. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *Prerequisite: Junior or senior standing, 2.5 GPA, ability to complete 120 hours at internship site, approval of the CES internship coordinator, and completion of learning agreement. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

MOLECULAR AND CELLULAR 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*.

SCHOOL OF MUSIC

Artistic and Humanistic Perspectives Division

Professor

Gwynne Brown
Tracy Doyle, Director
Robert Hutchinson
Gerard Morris
Dawn Padula
Maria Sampen
Steven Zopfi

Artist-in-Residence

Alistair MacRae

Assistant Professor

Tina Huynh (On Leave Fall 2024)
Ronaldo Rolim

About the School

The School of Music serves a diverse population, offering course and performance opportunities for hundreds of students each term while providing a rich curriculum for music majors and 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), and Music Education.

The Bachelor of Arts is offered as a traditional liberal arts degree providing broad, flexible coverage of cultural, historical, analytical, and creative issues in the field, and the Bachelor of Arts in Music with an Emphasis in Songwriting provides a foundation in music with composition and performance in popular music styles.

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, historical musicology, ethnomusicology, 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, to pursue the Minor in Music with Applied Studies, 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 who have no prior musical experience are welcome to take music classes, audition for performing ensembles, or participate in ensembles that do not require an audition. Any student, regardless of background, can select the Minor in Musical Inquiry.

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, \$250
- Sixty-minute lesson, \$500

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.

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 Popular Music Ensemble; Jazz Orchestra is a qualifying option 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 Adelphian Concert Choir or Puget Sound Singers, as assigned; songwriting students in Popular Music Ensemble; piano majors in four semesters of a large ensemble and four semesters of chamber music; 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. Songwriting students are required to take four semesters of Class Voice for Popular Musicians as well as 0.5 units of Applied Music in voice, piano, or guitar.
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, musicology and ethnomusicology, 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 musicology 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

Requirements for the Major in Piano Performance (BM)

1. Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2. Four units Musicology/Ethnomusicology, to include MUS 233, 234, and two electives, at least one of which must be at the 300-level or above, and excluding MUS 100 and MUS 123
3. One-half unit Conducting: MUS 291 or 293;
4. Seven and one-half units Applied Music: 6 units of MUS 161 through 462 (major instrument), MUS 353 (Pedagogy and Literature), MUS 255 & 256 Collaborative Piano Skills I [Instrumental] (0.25) and II [Vocal] (0.25), and MUS 422 (Junior-Senior Recital);
5. One unit to be chosen from MUS 168/368 (0.5 unit maximum), 235, 236, 250, 301, 335, 337, 341, 355, 390, 392, 393, 394, 395, 437, or a musicology/ethnomusicology course at the 200-level or above; 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 piano major, this requirement includes four semesters of a large ensemble (Puget Sound Singers encouraged); and four semesters of Chamber Music (MUS 168/368) to begin in the second or third year;
7. Completing the performance requirements as specified under Requirements for the Major;
8. Recital attendance each semester.

Requirements for the Major in Vocal Performance (BM)

1. Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2. Four units Musicology/Ethnomusicology, to include MUS 233, 234, and two electives, at least one of which must be at the 300-level or above, and excluding MUS 100 and MUS 123
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 356 (Vocal Pedagogy), and MUS 422 (Junior-Senior Recital);
5. One unit to be chosen from MUS 168/368 (0.5 unit maximum), 250, 301, 335, 337, 341, 355, 390, 392, 393, 394, 437, or a musicology/ethnomusicology course at the 200-level or above; 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.

Requirements for the Major in Orchestral Performance (BM)

1. Four units Theory: MUS 101/103, 102/104, 201/203, 202/204;
2. Four units Musicology/Ethnomusicology, to include MUS 233, 234, and two electives, at least one of which must be at the 300-level or above, and excluding MUS 100 and MUS 123
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, 437, 493, 494, or a musicology/ethnomusicology course at the 200-level or above; a maximum of 0.5 unit in applied lessons in a secondary instrument (requires approval of the music faculty advisor);
6. Participation for credit in a performing group each semester as specified under Requirements for the Major;
7. Completing the performance requirements as specified under Requirements for the Major;
8. Recital attendance each semester.

Bachelor of Music in Music Education

Music Education

Graduates will be able to achieve Washington State teacher certification by completing the Master of Arts in Teaching degree. (The 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.

Requirements for the Major in Instrumental and General Music Education (BM)

1. Four units Music Theory to include 101/103, 102/104, 201/203, and 202/204;
2. Four units Musicology/Ethnomusicology, to include MUS 233, 234, and two electives, at least one of which must be at the 300-level or above, and excluding MUS 100 and MUS 123
3. Six and three-quarter units Music Education to include MUS 140, 240, 241, 242, 243, 244, 245, 246, 247, 291, 390, 392, 393, and 394;
4. Two units Applied Music 111 through 412 on major instrument (Strings, Winds, Keyboard, or Percussion);
5. Participation for credit in a performing group each semester as specified under Requirements for the Major; for music education students whose primary instrument is piano this requirement includes four semesters of a large ensemble (Puget Sound Singers encouraged), and four semesters of Chamber Music (MUS 168/368) to begin in the second or third year;
6. Completing the performance requirements as specified under Requirements for the Major;
7. Recital attendance each semester;
8. EDUC 419 and 420 (prerequisites for the MAT) recommended as electives.
9. MUS 248 and 395 recommended as electives.

Requirements for the Major in Choral and General Music**Education (BM)**

1. Four units Music Theory to include 101/103, 102/104, 201/203, and 202/204;
2. Four units Musicology/Ethnomusicology, to include MUS 233, 234, and two electives, at least one of which must be at the 300-level or above, and excluding MUS 100 and MUS 123
3. Six and one-half units Music Education to include MUS 140, 240, 241, 242, 245, 247, 293, 356, 390, 392, 393 and 394;
4. MUS 235 (Diction);
5. Two units Applied Music 111 through 412 (Voice or Piano);
6. Participation for credit in a performing group each semester as specified under Requirements for the Major; for music education students whose primary instrument is keyboard, 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;
9. EDUC 419 and 420 (prerequisites for the MAT) recommended as electives.
10. MUS 248 and 395 recommended as electives.

Requirements for the Major in Comprehensive Music**Education (BM)**

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.

Requirements for the Major in Music (BA)

1. Four units Music Theory to include MUS 101/103, 102/104, 201/203, 202/204;
2. Four units Musicology/Ethnomusicology, to include MUS 233, 234, and two electives, at least one of which must be at the 300-level or above, and excluding MUS 100 and MUS 123;
3. 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;
4. Participation for credit in a performing group each semester as specified under Requirements for the Major; for students whose primary instrument is piano, this requirement includes four semesters of a large ensemble (Puget Sound Singers encouraged); and four semesters of Chamber Music (MUS 168/368) to begin in the second or third year;
5. Completing the performance requirements as specified under Requirements for the Major;
6. Recital attendance each semester;
7. Students must fulfill the Arts/Humanities Division requirement with a course outside of music.

Note: Students pursuing the Bachelor of Arts degree must also take an Arts/Humanities Division course outside of music.

Requirements for the Major in Music with an Emphasis in Songwriting (BA)

1. Two units Theory: MUS 101/103, 102/104

2. Three units Musicology/Ethnomusicology, to include MUS 220, MUS 233, and 234
3. Three units Songwriting MUS 251, MUS 252, MUS 351
4. One unit MUS 250 Recording Techniques
5. One unit of Class Voice for Popular Musicians (MUS 165, taken four times)
6. One-half unit Applied Music (MUS 111 and 112), placed by audition in voice, piano, or guitar
7. Three units Popular Music Ensemble 186/286/386
8. One unit Large Ensemble (band, orchestra, choir)
9. Completing the performance requirements as specified under Requirements for the Major;
10. Recital attendance each semester.

Note: Students pursuing the Bachelor of Arts degree must also take an Arts/Humanities Division course outside of music.

Requirements for the Minor in Music with Applied Studies

This minor is designed for students who want to study music and performance at the collegiate level. Qualification for Applied Music lessons in the student's desired performance area is assessed through audition prior to declaring the Minor in Music with Applied Studies. Interested students should communicate with a full-time music faculty member to learn about setting up an audition.

1. Two units Theory: MUS 101/103, 102/104;
2. Two units Musicology/Ethnomusicology from the list below, or MUS 123. MUS 100, if chosen, may only be taken in the first or second year. MUS 123, if chosen, must be taken before MUS 101/103 and prior to the commencement of applied music study for credit;
3. One unit Applied Music: MUS 111 through 212;
4. One unit Music elective (MUS 100 may be taken only in the first or second year);
5. Each student minoring in Music with Applied Studies 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. Piano students may elect to satisfy up to two semesters of this requirement with Chamber Music. Students who enroll for credit in more than four semesters may apply the additional ensemble credit to the elective requirement, even when the additional coursework exceeds the university activity limit.

Requirements for the Minor in Musical Inquiry

This minor is open to all students who seek to explore the study of music as part of their liberal arts education. No prior musical experience or audition is required. Interested students should communicate with a full-time music faculty member to learn about establishing a secondary advisor for this minor.

1. Four units of coursework in Music (excluding applied music and ensemble participation); students may petition to include non-MUS courses with a significant music component;
2. One unit of Music coursework at the 300-level or above;
3. Participation in one semester of music-making activity, to be approved in advance by the secondary advisor;
4. Completion of a reflective ePortfolio, undertaken with guidance from the secondary advisor and submitted to the School of Music by April 1 of the senior year.

Music Theory and Composition

MUS 101 Aural Skills I (0.50 units.)
MUS 102 Aural Skills II (0.50 units.)
MUS 103 Music Theory I (0.50 units.)
MUS 104 Music Theory II (0.50 units.)
MUS 123 Discovering Music
MUS 201 Aural Skills III (0.50 units.)
MUS 202 Aural Skills IV (0.50 units.)
MUS 203 Music Theory III (0.50 units.)
MUS 204 Music Theory IV (0.50 units.)
MUS 301 Form and Analysis
MUS 335 Jazz Theory and Improvisation
MUS 337 Composition (0.50 units.)
MUS 437 Advanced Composition (0.50 units.)

Musicology and Ethnomusicology

MUS 100 Survey of Western Music
MUS 105 Music in the United States
MUS 123 Discovering Music
MUS 220 Popular Music since the Birth of Rock
MUS 221 Jazz History
MUS 222 Music of the World's Peoples
MUS 223 Women in Music
MUS 225 Romanticism in Music
MUS 226 Twentieth-Century Music Through Film
MUS 227 Musical History of Tacoma
MUS 233 Introduction to Historical Musicology
MUS 234 Introduction to Ethnomusicology
MUS 330 Opera: Based on a True Story
MUS 492 Special Topics in Ethnomusicology
MUS 493 Special Topics in Historical Musicology
MUS 494 Musicology Thesis

Music Education

MUS 140 Music Education in American Schools (0.25 units.)
MUS 240 Instrumental Techniques: Brass (0.25 units.)
MUS 241 Instrumental Techniques: Percussion (0.25 units.)
MUS 242 Instrumental Techniques: Single Reeds, Flute (0.25 units.)
MUS 243 Instrumental Techniques: Double Reeds (0.25 units.)
MUS 244 Instrumental Techniques: Lower Strings (0.25 units.)
MUS 245 Instrumental Techniques: Upper Strings (0.25 units.)
MUS 246 Vocal Techniques (0.25 units.)
MUS 247 Techniques of Accompanying (0.25 units.)
MUS 327 Practicum in Music Education/Music Business (Variable credit up to 1.00 unit.)
MUS 393 Introduction to Secondary Music Education
MUS 394 Introduction to Elementary Music Education
MUS 395 Popular Music Pedagogies: Modern Band in the Classroom

Pedagogy and Literature

MUS 353 Piano Pedagogy and Literature (0.50 units.)
MUS 355 String Pedagogy (0.50 units.)
MUS 356 Vocal Pedagogy (0.50 units.)

Conducting

MUS 291 Beginning Instrumental Conducting and Rehearsal Techniques (0.50 units.)
MUS 293 Beginning Choral Conducting and Rehearsal Techniques (0.50 units.)
MUS 390 Advanced Choral Conducting and Rehearsal Techniques (Variable credit up to 1.00 unit.)
MUS 392 Advanced Instrumental Conducting and Rehearsal Techniques (Variable credit up to 1.00 unit.)

Music Business

MUS 250 Music Recording Techniques
MUS 327 Practicum in Music Education/Music Business (Variable credit up to 1.00 unit.)
MUS 341 Seminar in Music Business
MUS 498 Music Business Internship

Applied Music

MUS 111 Applied Music (0.25 units.)
MUS 112 Applied Music (0.25 units.)
MUS 113 Class Guitar I (0.25 units.)
MUS 114 Class Guitar II (0.25 units.)
MUS 161 Applied Music (0.50 units.)
MUS 162 Applied Music (0.50 units.)
MUS 168/368 Chamber Music (0.50 units.)
MUS 205 Class Piano I (0.25 units.)
MUS 211 Applied Music (0.25 units.)
MUS 212 Applied Music (0.25 units.)
MUS 261 Applied Music (0.50 units.)
MUS 262 Applied Music (0.50 units.)
MUS 311 Applied Music (0.25 units.)
MUS 312 Applied Music (0.25 units.)
MUS 361 Applied Music (Variable credit up to 1.00 unit.)
MUS 362 Applied Music (Variable credit up to 1.00 unit.)
MUS 411 Applied Music (0.25 units.)
MUS 412 Applied Music (0.25 units.)
MUS 461 Applied Music (Variable credit up to 1.00 unit.)
MUS 462 Applied Music (Variable credit up to 1.00 unit.)

Performing Groups (activity units)

MUS 119/319 Opera Theater (Variable credit up to 0.25 activity units.)
MUS 170/270/370 Wind Ensemble (Variable credit up to 0.50 activity units.)
MUS 172/272/372 Adelpian Concert Choir (Variable credit up to 0.50 activity units.)
MUS 174/274/374 Symphony Orchestra (Variable credit up to 0.50 activity units.)
MUS 176/276/376 Puget Sound Singers (Variable credit up to 0.50 activity units.)
MUS 178/278/378 Voci d'Amici (Variable credit up to 0.25 activity units.)
MUS 180/280/380 Dorian Singers (Variable credit up to 0.50 activity units.)
MUS 184/284/384 Puget Sound Jazz Orchestra (Variable credit up to 0.25 activity units.)
MUS 186/286/386 Popular Music Ensemble (Variable credit up to 0.50 activity units.)
MUS 188/288/388 Concert Band (Variable credit up to 0.25 activity units.)

Courses Especially Suitable for Non-Majors

1. All Performing Groups (no audition required for Chorale and Concert Band)
2. Applied Music, including classes (subject to audition by instructor and availability)
3. MUS 100, 105, 123, 220, 221, 222, 223, 224, 225, 226, 234, 321, 322, and 341.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Music (MUS)

100 Survey of Western Music This course surveys music-making practices in the Western hemisphere. Students will consider musics of various styles, historical periods, and cultural settings, with an emphasis on critical listening. Includes experiential learning opportunities such as attending performances either on or off campus.

101 Aural Skills I 0.50 units. 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. *Prerequisite: Must be taken concurrently with MUS 103. Offered fall semester.*

102 Aural Skills II 0.50 units. 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. *Prerequisite: MUS 101/103 or advanced placement by examination. Must be taken concurrently with MUS 104. Offered spring semester.*

103 Music Theory I 0.50 units. This course consists of an introduction to music theory through the study of scales, key signatures, intervals, triads, seventh chords, lead-sheet symbols, Roman numeral analysis, harmonic function and progression, non-chord tones, melodic analysis, form in popular music, phrases in combination, and accompanimental textures. Students create an original arrangement of an existing song. *Prerequisite: Must be taken concurrently with MUS 101. Offered fall semester.*

104 Music Theory II 0.50 units. In this second semester of music theory study, students will learn about figured bass, secondary chords, mode mixture, the Neapolitan chord, augmented sixth chords, and modulation with and without pivot chords including enharmonic modulation. Students create two original compositions. *Prerequisite: MUS 101/103 or advanced placement by examination. Must be taken concurrently with MUS 102. Offered spring semester.*

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 theatre, sacred music, country, folk, jazz, and rock. *Offered fall semester.*

109 Recital Attendance No credit. Music majors attend 10 concerts, on or off campus, and submit printed programs and reflections at the end of the semester. Required of all music majors. *May be repeated for credit. Pass/Fail Required. Cannot be audited.*

113 Class Guitar I 0.25 units. Designed for students with minimal guitar background. The course deals with music notation, scales, chords, and fundamental techniques of playing the guitar. *May be repeated for credit.*

114 Class Guitar II 0.25 units. Continuation of MUS 113. Basic repertoire is developed as well as more advanced techniques. *Prerequisite: MUS 113 or permission of the instructor. May be repeated for credit.*

119 Opera Theater Variable credit up to 0.25 activity units. The preparation and performance of works for the musical stage. *Cross-listed as MUS 119/319. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required. Offered spring semester.*

123 Discovering Music Intended for those without prior musical training. Students discover music through physical and intellectual engagement, including performance, improvisation, composition, conducting and other movement, close listening, concertgoing, reading, writing, discussion, and collaboration. Basic note-reading skill is developed. Students should not take MUS 123 if they have taken, or are currently enrolled in, MUS 101/103. *Cannot be audited.*

140 Music Education in American Schools 0.25 units. This course is an introductory look at processes of music learning and music education models in American public schools. Students study the beginnings of American music education and study core concepts related to music education. Students participate in school-based placements that allow for direct experience with children developing their music skills and knowledge. *Satisfies the Experiential Learning Core Requirement. Cannot be audited.*

165 Class Voice for Popular Musicians 0.25 units. This course provides the basics of vocal technique for the commercial musician. Emphasis is placed on the development of solo vocal skills and technique, and the understanding of vocal physiology and health. This course centers on learning the course material through the lens of Contemporary Commercial Music (CCM) pedagogy and application. All of the information in this course is designed to teach how one may both achieve high vocal efficiency with low vocal effort to ensure vocal health and longevity. The basic methodologies studied are rooted in the anatomy and physiology of the vocal apparatus. *May be repeated for credit. Offered every other year.*

168 Chamber Music 0.50 units. Music for small vocal and instrumental ensembles. *Cross-listed as MUS 168/368. May be repeated for credit.*

170 Wind Ensemble Variable credit up to 0.50 activity units. Prepares and performs music of many styles. Makes public appearances throughout the year and tours in the Pacific Northwest. *Cross-listed as MUS 170/270/370. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

172 Adelphian Concert Choir Variable credit up to 0.50 activity units. Prepares and performs varied repertoire for mixed voices. Makes public appearances throughout the year and tours in the Pacific Northwest. *Cross-listed as MUS 172/272/372. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

174 Symphony Orchestra Variable credit up to 0.50 activity units. Preparation and performance of works for symphony orchestra. Makes public appearances throughout the year. Tours in the Pacific Northwest. *Cross-listed as MUS 174/274/374. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

176 Puget Sound Singers Variable credit up to 0.50 activity units. Mixed-voice choir whose membership varies from experienced choral singers to beginning singers. Also open to the community members. Local performances are scheduled each semester. *Cross-listed as MUS 176/276/376. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

178 Voci d'Amici Variable credit up to 0.25 activity units. Selected by audition from the Adelphian Concert Choir. Small non-conducted vocal ensemble that focuses on vocal jazz, pop, and a cappella music. *Cross-listed as MUS 178/278/378. May be repeated for credit up to 2.00 units. Pass/Fail Required. Offered fall semester.*

180 Dorian Singers Variable credit up to 0.50 activity units. An auditioned ensemble of women singing both accompanied and a cappella literature and appearing in concert several times each semester. *Cross-listed as MUS 180/280/380. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

184 Puget Sound Jazz Orchestra Variable credit up to 0.25 activity units. Prepares and performs music of many jazz styles for both large bands and small combos. The jazz band plays concerts throughout the year, both on and off campus. *Cross-listed as MUS 184/284/384. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

186 Popular Music Ensemble Variable credit up to 0.50 activity units. This course provides students the opportunity to explore and learn about a variety of popular music genres and styles through performance in a cover band. Students will rehearse and perform songs (covers) with the ensemble taking on various roles. The ensemble will present at least one formalized concert each semester. *Cross-listed as MUS 186/286/386. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

188 Concert Band Variable credit up to 0.25 activity units. An all-university ensemble for brass, woodwind, and percussion. Performs on campus each semester. *Cross-listed as MUS 188/288/388. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

201 Aural Skills III 0.50 units. Chromatic exercises in sight singing, melodic and harmonic dictation, and keyboard harmony to improve overall musicianship and comprehension of music theory and literature. *Prerequisite: MUS 102/104 or advanced placement by examination. Must be taken concurrently with MUS 203. Offered fall semester.*

202 Aural Skills IV 0.50 units. 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. *Prerequisite: MUS 201/203 or advanced placement by examination. Must be taken concurrently with MUS 204. Offered spring semester.*

203 Music Theory III 0.50 units. In this third semester of music theory, students learn to analyze binary, ternary, sonata, and rondo forms. Later in the semester, students learn about voice leading of triads, seventh chords, and all chromatic harmonies. Students compose

and perform an original five-part rondo. *Prerequisite: MUS 102/104 or advanced placement by examination. Must be taken concurrently with MUS 201. Offered fall semester.*

204 Music Theory IV 0.50 units. This course includes study of sixteenth- and eighteenth-century counterpoint through composition and analysis. Following this is an introduction to jazz theory through analysis. The semester concludes with study of twentieth-century compositional styles including Impressionism, extended tonality, set theory, serialism, and minimalism. Students compose and perform an original minimalist process piece. *Prerequisite: MUS 201/203 or advanced placement by examination. Must be taken concurrently with MUS 202. Offered spring semester.*

205 Class Piano I 0.25 units. This is a course designed for students who have had some prior instruction on the piano. With the piano as a medium students develop an artistic awareness of music from different cultures as well as historical periods. The course focuses on improving music reading ability, harmonizing melodies, improvisation, basic musicianship, and performance of repertoire from the advanced beginner/early intermediate level literature. *Prerequisite: Permission of the instructor. May be repeated for credit. Offered fall semester.*

220 Popular Music since the Birth of Rock This course explores a range of 20th and 21st century popular music genres in their social, political, and aesthetic contexts. The course builds critical thinking and listening skills through analysis of sound recordings and close engagement with a variety of popular media, including music criticism, interviews, biography, liner notes, and documentary film. Emphasis will be placed on how musical practices intersect with both historical and contemporary struggles for gender equity and racial justice, alongside other pressing social issues.

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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every other year.*

222 Music of the World's Peoples An introductory survey of music traditions from among world cultures, approached from an ethnomusicological perspective. "Music" in this course is considered broadly, and refers to performance and ritual traditions and their complex intersections with culture, daily life, and society. The regional focuses of the traditions studied come from various parts of the Americas, Africa, Asia, and Europe. *Offered frequently.*

223 Women in Music This course critically explores women's contributions to music in a variety of roles and cultural contexts. Figures studied include historical and contemporary popstars, composers, directors, dancers, and everyday women, who make music as part of their daily lives. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered frequently.*

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. *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 Bela Bartok and Gyorgy Ligeti, whose works were appropriated by directors. *Offered occasionally.*

227 Musical History of Tacoma This course explores a diverse range of musicians and musical genres through the lens of Tacoma's history. Utilizing primary source readings, listening examples, and guest lectures by local musicians and historians, the course presents a survey of the musical history of Tacoma, from the region's native peoples and early settlers to the present day. The final project engages students with primary research to share local music history stories. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every year.*

233 Introduction to Historical Musicology This course explores Western art music as a humanistic study. It provides a survey of representative styles, musicians, and works from 1600 to the present, including jazz. Readings, writing assignments, and experiences both in and out of class introduce students to the diverse methods of historical musicology, including a variety of critical perspectives, and archival and secondary research. Students engage in close listening, musical analysis, and discussion. Emphasis is placed throughout the semester on the relevance, value, and pleasures of musicological knowledge and approaches. *Prerequisite: MUS 102 and 104 or instructor permission. Offered fall semester.*

234 Introduction to Ethnomusicology This course will introduce students to methods and issues in the discipline of ethnomusicology, wherein music is studied among its complex intersections with daily life. The course introduces pathways for studying music ethnographically, rendering transparent how music can be explored as culture. Students will approach the study of ethnomusicology through a variety of world music case studies, and will have the opportunity to conduct their own ethnographic fieldwork. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered spring semester.*

240 Instrumental Techniques: Brass 0.25 units. 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 and 104. Offered spring semester.*

241 Instrumental Techniques: Percussion 0.25 units. 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 and 104. Offered fall semester.*

242 Instrumental Techniques: Single Reeds, Flute 0.25 units. 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 and 104. Offered spring semester.*

243 Instrumental Techniques: Double Reeds 0.25 units. 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 and 104. Offered fall semester.*

244 Instrumental Techniques: Lower Strings 0.25 units. 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 and 104. Must be taken concurrently with MUS 394. Offered spring semester.*

245 Instrumental Techniques: Upper Strings 0.25 units. 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 and 104. Must be taken concurrently with MUS 393. Offered fall semester.*

246 Vocal Techniques 0.25 units. 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. *Prerequisite: Must be taken concurrently with MUS 291 or 293. Offered every other year.*

247 Techniques of Accompanying 0.25 units. The course provides a focus on accompanying skills for the music classroom on both keyboard and fretted instruments. The skills development is complimented by the study of teaching methods and laboratory experiences in class and in the school. *Prerequisite: Basic piano skills (keyboard skills are assessed prior to enrolling). Offered spring semester.*

248 Foundations of Teaching Jazz 0.25 units. This is a semester-long (15 weeks) undergraduate course. The central focus of this class is the study and practice of the fundamentals of jazz. In addition to the study of jazz curriculum and instruction in K-12 public schools, this course includes a lab portion in which students will practice jazz performance skills on their main and secondary instruments, study form and score analysis, arrange beginning level jazz tunes, observe public school jazz classes, and read and discuss issues in jazz education related to diversity, equity, and inclusion in the jazz classroom. All music majors and minors who play an instrument or sing are welcome; alternate assignments will be given to non-music education majors. *Prerequisite: MUS 101 and 103. Offered every other year.*

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 semester.*

251 Songwriting 1 This course provides students with instruction in writing, arranging, performing, and recording original songs. Students will learn about songwriting through analyzing the form, texture, and motivic structures of popular songs. Students will write multiple songs during the semester, record them, and perform them on concert showcases. *Prerequisite: MUS 102, 104, and permission of the instructor. Cannot be audited. Offered fall semester.*

252 Songwriting 2 Further instruction in songwriting through analysis of textures, motivic structure, and compound forms of recent popular songs. Students will write, record, and perform multiple songs during the semester. *Prerequisite: MUS 251. Cannot be audited. Offered spring semester.*

255 Collaborative Piano Skills I—Instrumental 0.25 units. This course will explore the techniques and different practices pianists need in order to collaborate with other instrumentalists. This course is required for Piano Performance majors in their sophomore year, and encouraged for piano students interested in developing their collaboration skills. *May be repeated for credit. Offered every semester.*

256 Collaborative Piano Skills II—Vocal 0.25 units. This course will explore the techniques and different practices pianists need in order to collaborate with singers, in a solo or choral capacity. This course is required for Piano Performance majors in their junior year who have successfully completed MUS 255. The course is encouraged for other piano students interested in developing their collaboration skills, as long as the same prerequisite is met. *May be repeated for credit. Offered every semester.*

270 Wind Ensemble Variable credit up to 0.50 activity units. Prepares and performs music of many styles. Makes public appearances throughout the year and tours in the Pacific Northwest. *Cross-listed as MUS 170/270/370. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

272 Adelphian Concert Choir Variable credit up to 0.50 activity units. Prepares and performs varied repertoire for mixed voices. Makes public appearances throughout the year and tours in the Pacific Northwest. *Cross-listed as MUS 172/272/372. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

274 Symphony Orchestra Variable credit up to 0.50 activity units. Preparation and performance of works for symphony orchestra. Makes public appearances throughout the year. Tours in the Pacific Northwest. *Cross-listed as MUS 174/274/374. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

276 Puget Sound Singers Variable credit up to 0.50 activity units. Mixed-voice choir whose membership varies from experienced choral singers to beginning singers. Also open to the community members. Local performances are scheduled each semester. *Cross-listed as MUS 176/276/376. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

278 Voci d'Amici Variable credit up to 0.25 activity units. Selected by audition from the Adelphian Concert Choir. Small non-conducted vocal ensemble that focuses on vocal jazz, pop, and a capella music. *Cross-listed as MUS 178/278/378. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required. Offered fall semester.*

280 Dorian Singers Variable credit up to 0.50 activity units. An auditioned ensemble of women singing both accompanied and a capella literature and appearing in concert several times each semester. *Cross-listed as MUS 180/280/380. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

284 Puget Sound Jazz Orchestra Variable credit up to 0.25 activity units. Prepares and performs music of many jazz styles for both large bands and small combos. The jazz band plays concerts throughout

the year, both on and off campus. *Cross-listed as MUS 184/284/384. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

286 Popular Music Ensemble Variable credit up to 0.50 activity units. This course provides students the opportunity to explore and learn about a variety of popular music genres and styles through performance in a cover band. Students will rehearse and perform songs (covers) with the ensemble taking on various roles. The ensemble will present at least one formalized concert each semester. *Cross-listed as MUS 186/286/386. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

288 Concert Band Variable credit up to 0.25 activity units. An all-university ensemble for brass, woodwind, and percussion. Performs on campus each semester. *Cross-listed as MUS 188/288/388. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

291 Beginning Instrumental Conducting and Rehearsal Techniques 0.50 units. 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 semester.*

293 Beginning Choral Conducting and Rehearsal Techniques 0.50 units. An introduction to the basic elements of choral conducting, including: basic conducting technique, preparatory beats, patterns, cues, fermatas, and 4-part score reading. Class time is spent in lecture, discussion, demonstration, and skill refinement. Students conduct an ensemble consisting of class members during regular videotaped conducting labs, with formal and informal evaluation given by the instructor. *Offered fall semester.*

301 Form and Analysis An exploration of musical language and form, with emphasis on the primary forms of the Baroque, Classical, and Romantic eras, and the melodic and harmonic language of music of the twentieth century. Topics include the Baroque dance suite, sonata form, rondo form, continuous and sectional variations, concerto, pitch-class set theory, and twelve-tone operations, with focus on detailed aural and written analysis. *Prerequisite: MUS 202 and 204 or permission of the instructor. Offered every other year.*

309 Recital Attendance No credit. Music majors attend 10 concerts, on or off campus, and submit printed programs and reflections at the end of the semester. Required of all music majors. *May be repeated for credit. Pass/Fail Required. Cannot be audited.*

319 Opera Theater Variable credit up to 0.25 activity units. The preparation and performance of works for the musical stage. *Cross-listed as MUS 119/319. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required. Offered spring semester.*

322 Dance in World Cultures In this course we will study traditions of dance from among world cultures. "Dance" in this course is considered broadly, and refers to performance, ritual, and daily-life practices of movement, with inextricable connections with music, sound, and theater. The course approaches contents from the disciplines anthropology, ethnomusicology, dance studies, and performance studies, and focuses on the study of movement and dance and their complex intersections with culture, daily life, and society. The course will be presented

through a variety of teaching styles and assignments, including lectures, group participation, structured media engagement, and hands-on demonstrations/performances.

327 Practicum in Music Education/Music Business Variable credit up to 1.00 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 up to 1.00 unit.

330 Opera: Based on a True Story Every opera's characters and situations reflect the times and societies in which they were created, and in performances decades or centuries later, they continue to adapt to reflect changing circumstances. A few operas go further, actually portraying people and events plucked from the history books, or even the headlines. This course considers a selection of operas "based on a true story." What is the true story, as far as we can discern? Who transformed the event into words, music, sets, costumes, and movement onstage? What decisions did they make, and how do those decisions serve to interpret the historical event? How do works and productions reflect, or at times subvert, societal power structures involving class, race, gender, and nationality? How have productions changed over time to reflect shifting attitudes about their subject matter? And what are the ethical and political implications of turning historical events into prestigious aesthetic objects? *Prerequisite: Sophomore standing or permission of instructor. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every other year.*

335 Jazz Theory and Improvisation An introduction to jazz theory and improvisation through the study of selected compositions with emphasis on musical analysis, transcription, and performance. Laboratory required. *Prerequisite: MUS 202 and 204 or permission of the instructor. Offered every other year.*

337 Composition 0.50 units. An introduction to compositional technique through the study of musical form, style, performing forces (including digital media), text setting, twentieth-century compositional techniques, and analysis of selected compositions. May be repeated for up to 1.5 units. *Prerequisite: MUS 238 and permission of the instructor. May be repeated for credit. Cannot be audited.*

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.*

351 Songwriting 3 This course provides students with further instruction in writing, arranging, performing, and recording original songs. Students will write up to four songs in a variety of styles and in a variety of instrumentations. Students will create recordings of each song and at least one of their songs will be performed in a concert showcase. *Cannot be audited. Offered fall semester.*

353 Piano Pedagogy and Literature 0.50 units. 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 0.50 units. 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 the instructor. Satisfies the Experiential Learning Core Requirement. Offered every other year.*

356 Vocal Pedagogy 0.50 units. A study of the singing voice. This 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. *Prerequisite: Permission of the instructor. Offered every other year.*

368 Chamber Music 0.50 units. Music for small vocal and instrumental ensembles. *Cross-listed as MUS 168/368. May be repeated for credit.*

370 Wind Ensemble Variable credit up to 0.50 activity units. Prepares and performs music of many styles. Makes public appearances throughout the year and tours in the Pacific Northwest. *Cross-listed as MUS 170/270/370. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

372 Adelphian Concert Choir Variable credit up to 0.50 activity units. Prepares and performs varied repertoire for mixed voices. Makes public appearances throughout the year and tours in the Pacific Northwest. *Cross-listed as MUS 172/272/372. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

374 Symphony Orchestra Variable credit up to 0.50 activity units. Preparation and performance of works for symphony orchestra. Makes public appearances throughout the year. Tours in the Pacific Northwest. *Cross-listed as MUS 174/274/374. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

376 Puget Sound Singers Variable credit up to 0.50 activity units. Mixed-voice choir whose membership varies from experienced choral singers to beginning singers. Also open to the community members. Local performances are scheduled each semester. *Cross-listed as MUS 176/276/376. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

378 Voci d'Amici Variable credit up to 0.25 activity units. Selected by audition from the Adelphian Concert Choir. Small non-conducted vocal ensemble that focuses on vocal jazz, pop, and a cappella music. *Cross-listed as MUS 178/278/378. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required. Offered fall semester.*

380 Dorian Singers Variable credit up to 0.50 activity units. An auditioned ensemble of women singing both accompanied and a cappella literature and appearing in concert several times each semester. *Cross-listed as MUS 180/280/380. Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

384 Puget Sound Jazz Orchestra Variable credit up to 0.25 activity units. Prepares and performs music of many jazz styles for both large bands and small combos. The jazz band plays concerts throughout the year, both on and off campus. *Cross-listed as MUS 184/284/384.*

Prerequisite: Audition Required. May be repeated for credit up to 2.00 units. Pass/Fail Required.

386 Popular Music Ensemble Variable credit up to 0.50 activity units. This course provides students the opportunity to explore and learn about a variety of popular music genres and styles through performance in a cover band. Students will rehearse and perform songs (covers) with the ensemble taking on various roles. The ensemble will present at least one formalized concert each semester. *Cross-listed as MUS 186/286/386. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

388 Concert Band Variable credit up to 0.25 activity units. An all-university ensemble for brass, woodwind, and percussion. Performs on campus each semester. *Cross-listed as MUS 188/288/388. May be repeated for credit up to 2.00 units. Pass/Fail Required.*

390 Advanced Choral Conducting and Rehearsal Techniques Variable credit up to 1.00 unit. 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. May be repeated for credit up to 1.00 unit. *Offered spring semester.*

392 Advanced Instrumental Conducting and Rehearsal Techniques Variable credit up to 1.00 unit. Advanced study of instrumental conducting techniques, emphasizing strategies for instrumental pedagogy, transposition, score reading, score study, analysis, and aural translation of the printed page. Class time is spent in lecture, discussion, demonstration, and skill refinement. Students conduct an ensemble consisting of class members during regular videotaped conducting labs, with formal and informal evaluation given by the instructor. Once a week, students conduct a lab ensemble consisting of music education majors, providing an opportunity for the exploration of band, orchestra and jazz repertoire and rehearsal techniques. The culminating exam includes conducting a university ensemble in rehearsal and concert. May be repeated for credit up to 1.00 unit. *Offered spring semester.*

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 Experiential Learning Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

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 and 203. Satisfies the Experiential Learning Core Requirement. Offered spring semester.*

395 Popular Music Pedagogies: Modern Band in the Classroom This comprehensive instructional course provides participants with research-based methods to implement a popular music ensemble that incorporates performance, composition, improvisation, informal learning, and Music as a Second Language. Those interested in the teaching and learning of popular music are given the tools to inform their own their own craft of teaching, composing, songwriting, or performance through Modern Band instruments including guitar, bass, drums, keyboards, vocals, and technology. By focusing on genres of music such as rock, reggae, country, pop and hip hop, Popular Music Pedagogies engages students in making music through informal learning methods. No prior experience playing Modern Band instruments is necessary to successfully participate in this course. *Prerequisite: MUS 101 and 103, 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. *May be repeated for credit. Pass/Fail Required. Cannot be audited.*

435 Firing the Classical Canon This course provides a condensed overview of the narrative and elements of the Western “classical” music canon from the Middle Ages through the 20th century. It covers the eras, composers, genres, styles, terms, and famous works that constitute the classical canon in the U.S.—a body of knowledge widely held to be the most important elements of music history for musicians to know about, study, teach, and perform. Students independently research and gain fluency with the canonic repertoire and musicians in their own area of particular interest (such as choral music, solo violin repertoire, etc.) The second part of the course deals with how, why, and by whom the canon was constructed in the U.S. over the course of the 19th and 20th centuries, a process in which hierarchical, hegemonic views of national identity, class, race, ethnicity, religion, and gender played significant roles. Students creatively and critically explore questions of how and why the canon continues to be powerful today, and how they want to engage with or resist it in their own lives as music-makers. *Prerequisite: MUS 233 and 234, or permission of instructor. Offered every other year.*

437 Advanced Composition 0.50 units. In-depth analysis and application of advanced compositional techniques including pitch-class set theory, serialism, indeterminacy, and extended vocal and instrumental techniques. *Prerequisite: MUS 337. May be repeated for credit. Cannot be audited.*

492 Special Topics in Ethnomusicology A selected ethnomusicological topic is studied in a seminar format. Emphasis is given to the relationships between performance practices and associated social contexts, as well as on the praxis and ethics of ethnographic research, analysis, and representation. *Prerequisite: Sophomore standing and MUS 222 or MUS 234, or permission of instructor. May be repeated for credit. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every other year.*

493 Special Topics in Historical Musicology A selected musicological topic is 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. Prerequisite: MUS 102 and 104 and sophomore standing, MUS 233 and 234, or permission of instructor. May be repeated for credit.*

494 Musicology Thesis Guided thesis in musicology. Topic and scope to be arranged between the student and faculty thesis advisor. *Prerequisite: MUS 233 and instructor permission. May be repeated for credit. Cannot be audited.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Permission of the instructor and the Director of the School of Music. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Permission of the instructor and the Director of the School of Music. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

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 the Director of the School of Music, and approval of the Internship Coordinator. May be repeated for credit. Cannot be audited. Cannot be taken Credit/No Credit.*

NATURAL SCIENCE

Coordinator

Johanna Crane, Chemistry and Biochemistry
Kena Fox-Dobbs, Environmental Studies and Sciences
David Latimer, Physics
Stacey Weiss, Biology (On Leave 2024-2025)

About the Program

This major is designed to serve the needs of students who desire a broad background in the natural sciences. It may serve students who plan to teach (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, 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.

Requirements for the Major in Natural Science Biology (BS)

Completion of a minimum of 14 units, two units of which must be at the 300/400 level, to include

- Seven units of Biology 111, 112, 211, 212, 213, and two units upper-division Biology electives numbered from 310-496 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; a maximum of one unit may count towards the major from research or independent study courses: BIOL 390, 392, 490, 491, 495, 496;
- Two units of Chemistry: 110 and 120; or 115 and 230;
- One unit in Mathematics (150 or higher) or Computer Science (141 or higher);
- Four additional units from the following (at least two units must be taken from a department/program other than biology): BIOL 310-496 (excluding BIOL 398); CHEM 250 or higher; CSCI 141 or higher; EXSC 221, 222; ENVS 101 or higher; MATH 110 or higher; NRSC 201, 350; or PHYS 111 or higher; one unit from the following list: BIOE 292, PHIL 232, STHS 200, STHS 325. MATH 110, and CHEM 105 can count as this requirement if, and only if, these courses were taken prior to taking courses in the respective subjects with higher course numbers.

Requirements for the Major in Natural Science Chemistry (BS)

Completion of a minimum of 14 units, to include

- CHEM 115, 230; or 110, 120, 231;
- Four additional units of Chemistry (all courses must be those normally counted toward a major);
- Two units of Mathematics (180 or higher);
- Two units of Physics (111/112 or 121/122) or Biology (111/112);
- Four additional units of Biology, Chemistry, Earth and Environmental Sciences, 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.)

Requirements for the Major in Natural Science Physics (BS)

Completion of a minimum of 14 units, to include

- Six units of Physics (all courses must be those normally counted toward a Physics major);
- Four units of Mathematics/Computer Science, MATH 180, 181, 280, and one additional unit, chosen from MATH 160, CSCI 161, or MATH 301 (but note that MATH 301 generally has MATH 290 as a prerequisite);
- Four additional units of Biology, Earth and Environmental Sciences, Chemistry, Physics, or Mathematics/Computer Science. (No more than two of these may be Physics courses.)

Notes for the major

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 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 and Biochemistry Department.

NEUROSCIENCE

Natural Scientific and Mathematical Perspectives Division

Professor

Siddharth Ramakrishnan, Director

Advisory Committee

Susannah Hannaford, Biology

Jung Kim, Exercise Science

Sam Liao, Philosophy

Gary McCall, Exercise Science (On Leave 2024-2025)

Melvin Rouse, Psychology

Justin Tiehen, Philosophy

About the Program

The Neuroscience Program provides a forum for faculty and students interested in the sub-disciplines within the field of neuroscience. This interdisciplinary program offers a general introductory course in neuroscience as an elective for all students, and also offers an interdisciplinary minor or secondary major that may serve as an enhancement of, or complement to, any major of a student's choice. Participation in the neuroscience program by both faculty and students facilitates involvement in broader neuroscience topics and contributes to a sense of community across departments. Within the Neuroscience Major, five disciplinary concentrations have been identified in Philosophy, Economics, Visual & Performing Arts, Religion & Spirituality and Bioethics.

A key feature of this program is a research or internship experience in the field. Involving students in research not only broadens their knowledge and training in brain sciences, but also kindles an interest in and an appreciation for the methodological, philosophical, artistic, behavioral 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, marketing, secondary teaching, and public policy. Additionally, the Neuroscience Program is a part of a consortium of Northwest Liberal Arts Colleges offering Neuroscience experiences.

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.

Requirements for the Major in Neuroscience (BA)

1. The Neuroscience major is a secondary major that can be chosen only after a primary major in another field is chosen. A major in Neuroscience cannot be completed unless a primary major in another department or program is also completed.
2. 5 concentrations: NeuroPhilosophy, NeuroEconomics; NeuroSpirituality, NeuroArts or NeuroBioethics.
3. Completion of 8 units:
 - a. BIOL 101 or BIOL111
 - b. PSYC 101
 - c. NRSC 201: Introduction to Neuroscience
 - d. An introductory course in the Concentration:
 - **Neuro Philosophy:** PHIL 230 Philosophy of Mind
 - **Neuro Economics:** ECON 102 Introduction to Behavior and Choice
 - **Neuro Arts:** THTR 200 The Theatrical Experience or ARTS 101 Visual Concepts through Painting and Drawing or ARTS 103 Visual Concepts through Drawing and Print Media
 - **Neuro Spirituality:** REL 208 Yoga, Psychedelics and Mind Science
 - **Neuro Bioethics:** REL/BIOE/PHIL 292 Basics of Bioethics
 - e. Two courses from within the Concentration
 - **Neuro Philosophy:** PHIL 340 and one elective from PHIL 102, 105, 250, 286, 333, 336, 350
 - **Neuro Economics:** two electives from ECON 291, 341, 365, 380; CONN 481
 - **Neuro Arts:** two electives from ARTS 251; THTR 215, 217, 300, 313
 - **Neuro Spirituality:** two electives from REL/BIOE 292; REL 300, 301, 325, 332, 340, 342, 344, 350, 450, 460
 - **Neuro Bioethics:** two electives from BIOE 255; BIOE/REL 272; PHIL 105, 230; REL 298
 - f. One elective outside the concentration
 - **Neuro Philosophy:** BIOL 212, 361, 434, 472; CONN 354, 357, 393, 481; CSCI 431; ECON 291, 365; EXSC 221, 222, 328, 424; NRSC 350; PSYC 230, 310, 313, 335, 351, 373; REL 301, 340, 450; STHS 318, 333
 - **Neuro Economics:** BIOE 292; BIOL 212, 361, 434, 472; CONN 354, 357, 393; CSCI 431; EXSC 221, 222, 328, 424; NRSC 350; PHIL 102, 105, 230, 250, 286, 292, 333, 336, 350; PSYC 230, 310, 313, 335, 351, 373; REL 292, 301, 340, 450; STHS 318, 333
 - **Neuro Arts:** BIOE 292; BIOL 212, 361, 434, 472; CONN 354, 357, 375, 393, 481; CSCI 431; ECON 291, 365; EXSC 221, 222, 328, 424; NRSC 350; PHIL 102, 105, 230, 250, 286, 292, 333, 336, 350; PSYC 230 310, 313, 335, 351, 373; REL 292, 301, 340, 450; STHS 318, 333
 - **Neuro Spirituality:** BIOL 212, 361, 434, 472; CONN 354, 357, 393, 481; CSCI 431; ECON 291, 365; EXSC 221, 222, 328, 424; NRSC 350; PHIL 102, 105, 230, 250, 286, 333, 336, 350; PSYC 230, 310, 313, 335, 351, 373; STHS 318, 333
 - **Neuro Bioethics:** BIOL 212, 361, 434, 472; CONN 354, 357, 393, 481; CSCI 431; ECON 291, 365; EXSC 221, 222, 328, 424; NRSC 350; PHIL 102, 250, 286, 333, 336, 350; PSYC 230, 310, 313, 335, 351, 373; REL 301, 340, 450; STHS 318, 333
 - g. NRSC 450 Senior Seminar

4. Completion of either an internship, performance, or research experience in the disciplinary concentration 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.)

Notes:

1. No more than one elective course may be used to fulfill the student's primary major and the Neuroscience secondary major.
2. Except for the restriction in Note 1 above, courses that satisfy Neuroscience major requirements may also apply to core, minor, and other major requirements.
3. Selection of elective courses should be made in consultation with a neuroscience advisor.
4. Course credit earned from an internship or research experience does not count toward the required eight units of coursework outlined above. However students can count internships towards both their primary major and Neuroscience, with approval from the director.

Requirements for the Minor in Neuroscience

1. Completion of five units to include:
 - NRSC 201, Introduction to Neuroscience (prerequisite: BIOL 111 or BIOL 101 with permission of instructor or permission of instructor).
 - Completion of three units of elective courses from the list below at least two from outside the student's major. Electives: BIOL 212, 361, 434, 472; CONN 354, 357, 375, 393, 481; CSCI 431; ECON 291, 365; EXSC 221, 222, 328, 424; NRSC 350; PHIL 102, 250, 280, 286, 333, 336, 340, 350; PSYC 230, 310, 313, 335, 351, 373; REL 292, 301, 336, 340, 450; STHS 318, 333.
 - NRSC 450 Senior Seminar
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.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Neuroscience (NRSC)

201 Introduction to 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). *Prerequisite: BIOL 111, OR BIOL 101 with permission of the instructor, OR permission of the 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 major or minor, or permission of the 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 researchers 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.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

OCCUPATIONAL THERAPY

Professor

Yvonne Swinth (On Leave Fall 2023)

Associate Professor

Renee Watling, Chair

Clinical Associate Professor

Amy Kashiwa

Aimee Sidhu

Assistant Professor

Cecille Corsilles-Sy

Clinical Assistant Professor

Maggie Hayes
Denise LaRocca
Jessica Nakos
Shelly Norvell

Visiting Clinical Assistant Professor

Tatiana Kaminsky

Clinical Instructor

Kate McLellan

About the School

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 School began offering only a post-baccalaureate degree (Master of Science in Occupational Therapy/MSOT) as the entry-level degree, following the guidelines of the American Occupational Therapy Association (AOTA). Beginning Fall 2020 the curriculum was updated to offer two entry-level degree tracks: the Master of Science in Occupational Therapy (MSOT) and the Occupational Therapy Doctorate (OTD). In addition, School of Occupational Therapy has offered a post-professional Doctor of Occupational Therapy (DrOT) degree since 2015. This post-professional clinical doctorate -allows occupational therapy practitioners to spend a year in concentrated study in order to refine their skills in an area of expertise. This degree is offered every 2-3 years.

Student Body

Each year approximately 40 entry-level students are admitted to the School of Occupational Therapy. Students enroll in either the MSOT or the OTD degree program, but since both are entry-level degrees, students take many of their classes together. For the post-professional clinical doctorate program (DrOT), up to 16 post professional students per cohort are admitted. Students come from throughout the U.S. and international locations and represent a variety of backgrounds and educational experiences. 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. The Student Occupational Therapy Association (SOTA) is active within the program and across campus and offers many opportunities for student leadership.

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), located at 6116 Executive Boulevard, Suite 200, North Bethesda, MD 20852-4929. ACOTE's telephone number: 301.652.6611, web address: 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), One Bank Street, Suite 300, Gaithersburg, MD 20878, 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, requiring licensure to practice. Currently, all state regulations require 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.) Twenty states now have OT licensure compact. This is a joint initiative of the American Occupational Therapy Association (AOTA) and the National Board for Certification in Occupational Therapy (NBCOT®) and provides interstate professional licensing which will address licensure portability. This is a multi-year initiative which requires legislation to be passed in each state where the OT compact will apply.

Philosophy

The philosophy of the School of Occupational Therapy program today continues to reflect the values of the program since its inception in 1944: *Educating occupational therapy students through service to the community*. The University of Puget Sound's Occupational Therapy Program was founded in response to a need for occupational therapists in Washington State to serve the growing population of people whose lives were disrupted by tuberculosis. The educational program and student-run clinical experiences continually evolve in response to changes in community needs. These experiences provide students with active learning in authentic contexts and at the same time provide an opportunity for community partners from underserved populations to participate in the full occupational therapy service delivery process. The program remains grounded in affirming the university's commitment to diversity and inclusion throughout the student body and in our community partnerships.

Philosophy of Occupational Therapy Education/Learning

The School of Occupational Therapy's philosophy of occupational therapy education and learning supports the professional development of occupational therapists who deliver services consistent with the philosophical base of occupational therapy (AOTA, 2017). Occupational therapy learners, like all humans, have an innate desire to engage in meaningful occupations, and participation in occupations is linked with growth, health, and quality of life across the lifespan. Therefore, participation in learning, like other forms of occupations, is a determinant of health and well-being (AOTA, 2017) and an occupational right. We believe that this learning should be deep, significant, and life-long, and result in lasting change that is important in the learner's life (Fink, 2013). As such, the School of Occupational Therapy fosters a disposition of critical thinking and cultural understanding that learners carry forward as part of their professional identity (AOTA, 2018). Consistent with Fink's Taxonomy of Significant Learning, we recognize that learning serves diverse purposes and has various forms, each with a distinct value for the learner: foundational knowledge, application, integration, human dimension, caring, and learning how to learn (2013).

Therefore, consistent with AOTA's Philosophy of Occupational Therapy Education (2018), the School of Occupational Therapy promotes significant learning in students through the knowledge, skills, critical thinking and professional reasoning required of occupational therapists and acquired through active learning experiences in classroom, clinic, and community settings. Our curriculum design is guided by Fink's Taxonomy of Significant Learning (2013) and based on the belief that learning is most effective when it is:

- Collaborative, with opportunities for students to share in the construction of knowledge through interaction with clinical and academic instructors, peers, and experts (both within and outside the profession). Interactions may occur in

person, both on and off campus, and virtually (e.g., through publications and online environments).

- Embedded in authentic environments, with graded opportunities that increase in contextual relevance, while recognizing and responding to bias and injustice both within simulated classroom activities and a range of community environments and experiences.
- Iterative and reflective, with periods of equilibrium and disequilibrium, that serve to support students' development as lifelong self-directed learners.
- Inclusive of diverse learners, with incorporation of inclusive teaching and learning practices, drawing on prior individual and group experiences, and scaffolding student learning and development.
- Pragmatic, by promoting "ideal" practice while helping students understand "actual" practice and gain strategies to translate knowledge and skills into real clinical and community contexts.
- Integrative, by providing students with knowledge and skills related to occupational therapy as well as professional values, ethics, creativity, and passion.

Mission

The mission of the School of Occupational Therapy is to prepare culturally sensitive graduates who provide client-centered, evidence and theory informed occupational therapy to diverse individuals, groups, and populations, enhancing clients' participation in meaningful, everyday activities. Graduates use critical analysis of theory and multiple sources of evidence to make sound professional judgments, resulting in science-based and creative solutions to the challenges of professional practice.

Design of Curriculum

The School of Occupational Therapy curriculum design is centered around the core subject of occupation and strongly rooted in the liberal arts' values of critical thinking and respect for diversity.

Through deep, significant learning across the varied forms of foundational knowledge, application, integration, human dimension, caring and learning how to learn (Fink, 2013), the Puget Sound curriculum design focuses on the interconnections among meaningful occupation and the following curricular threads

Meaningful occupation is the cornerstone of occupational therapy practice. Students develop a strong conceptual and practical understanding of what occupation is, how occupational performance intersects with the human experience, and how a client's occupational engagement is instrumental in contributing to the client's self-identity and life experience.

Diversity and individual difference are welcomed, valued, and recognized as essential to understanding each client's unique story. Occupational therapy students at Puget Sound are immersed in examining personal bias and developing skills in cultural humility. Students emerge from the learning experience with greater depth of character and the ability to engage with clients with diverse identities in an open, respectful, and person-centered manner.

Therapeutic use of self occurs when an occupational therapy practitioner employs intentional use of their personal characteristics and interpersonal interactions to build relationships that are therapeutic and that promote growth in their clients. Students are mentored in strategies

for intentionally knowing themselves, knowing the factors that influence the experience of being a patient/client, and taking responsibility for creating therapeutic relationships with their clients.

Professionalism is the internalization of a professional self-identity leading the student to become characterized by the highest standards of integrity and accepted behavior. In the Puget Sound curriculum, professionalism includes ethical practices, integrity, responsibility, accountability, competency, and a commitment to ongoing personal improvement. The demonstration of professionalism expands as the student progresses through the curriculum and includes personal, interpersonal, and practical behaviors, attitudes, and habits.

Reflection, reasoning, and evidence-informed action characterize the approach occupational therapists take to understanding what has happened, what is happening, and what could happen. Students develop the ability to think critically by utilizing multiple lenses; employing skills of observation, inquiry, and reflection on and in action; analyzing critically; and making decisions that lead to evidence-informed actions.

Leadership is demonstrated when individuals act in a way that motivates and empowers others to action. Occupational therapy students at Puget Sound engage in learning and personal development that prepares them to impact the profession and society for the greater good through service, scholarship, advocacy, supervision, and leadership roles in OT; as well as participation in local and national professional activities.

Lifelong learning and growth enable the development and enhancement of personal and professional qualities, knowledge, and skills necessary to meet the continuously expanding and changing demands of contemporary practice. Students are grounded in taking personal responsibility for learning through the development of a formative portfolio and professional development plan while faculty model and provide mentoring in adopting identities as lifelong learners.

Flowing from our mission, graduates of the program will demonstrate the following program-level learning outcomes:

1. Use occupation as a means and as an end to create therapeutic interventions that are meaningful for clients.
2. Recognize the connection between participation in occupation and meaningful outcomes, including quality of life, well-being, mental health, and health promotion, among others.
3. Work to enable client access to participation in desired occupations, recognizing how contextual factors may limit participation and create situations of occupational injustice.
4. Reflect on one's own life-experiences and acknowledge potential biases in the evaluation of occupational performance in order to respect the diversity of form, function, and meaning in client occupation.
5. Respect client identity as an important part of the occupational profile, in order to provide client-centered, culturally-relevant interventions that respect the needs of diverse populations.
6. Advocate for systems change within health, education, and community settings, and implement therapeutic processes that are culturally informed and inclusive of diverse populations.
7. Use diverse facets of self to build therapeutic relationships, and as an intentional intervention throughout the occupational therapy process.
8. Act in a manner that upholds professional, ethical, and moral standards of practice and everyday living.

Entry-Level Master's—Occupational Therapy (MSOT)

9. Display accepted standards of behavior in interpersonal interactions with others, and maintain professionalism in difficult situations.
10. Critically appraise evidence from both research and practice, and seek to translate evidence to practice using diverse methods.
11. Use theory to guide application of evidence in diverse practice situations, in order to achieve client-centered, culturally-relevant outcomes for all clients.
12. Employ critical thinking, collaborative problem solving, direct communication, and therapeutic use of self as methods of devising a client-centered, culturally-relevant occupational therapy intervention plan.
13. Use professional reasoning to create innovative, occupation-based solutions to diverse occupational needs of individuals, groups, and populations.
14. Serve in leadership positions in practice, education, research, and other professional arenas, in order to advance new ideas and the betterment of the profession.
15. Employ a responsive and reflective interpersonal style that upholds others, encourages collaboration, and seeks to serve the profession.
16. Seek lifelong learning, both personally and professionally, through a variety of continuing education and professional development experiences.
17. Foster growth in identity, both personally and professionally, by applying new learning to meet the changing demands of contemporary practice and societal issues.
2. During the *professional* phase, students complete the required Occupational Therapy coursework.
3. 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.

1. A degree candidate must complete, for a letter grade, a minimum of 14.75 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.
2. 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.
3. 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

ENTRY-LEVEL MASTER'S— OCCUPATIONAL THERAPY (MSOT)

About the Program

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 14.75 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.

1. The *pre-professional* phase occurs prior to enrollment in the program. During this phase, applicants complete School of Occupational Therapy prerequisites.

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	Summer Term
OT 601	OT 610	OT 652 (0.0 unit)
OT 602 (0.5 unit)	OT 614	OT 630 (0.25 unit)**
OT 603	OT 634	
OT 605	OT 644	
OT 680 (0.5 unit)		
OT 651 (0.0 unit)		

Second Year

Fall Term	Spring Term
OT 631 (0.25 unit)	OT 659 (0.25 unit)
OT 643 (0.5 unit)	OT 637 (0.5 unit)
OT 645	OT 647 (0.5 unit)
OT 646	OT 648 (0.5 unit)*
OT 653* (0.0 unit)	OT 649 (0.5 unit)
OT 660 (0.5 unit)	OT 661

**OT 630 will be a hybrid course with a two week intensive on campus the first 2 weeks of Summer Term 1

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 (0.0 unit)	OT 671 (0.0 unit)	OT 670 (if did not complete summer fieldwork) or optional OT675, OT676

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 and 671—Required
- OT 675, 676—Elective 3rd Fieldwork opportunity in a specialty area or international setting

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, 671, 675, and 676 (Fieldwork II) are available in approximately 12 states in the U.S. It is possible to arrange for optional fieldwork (OT 675, 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.

ENTRY-LEVEL DOCTORATE– OCCUPATIONAL THERAPY (OTD)

About the Program

The entry-level Doctoral program in Occupational Therapy, leading to a Doctor of Science in Occupational Therapy (OTD), is for college graduates who wish to become occupational therapists, specifically those interested in leadership or managerial positions, or those interested in program development. The program, which requires completion of 15 units of Occupational Therapy coursework, is two academic years in length plus six months of full-time fieldwork experience which is followed by a 14-week, full-time capstone experience culminating in a Capstone Project. In addition to meeting admission requirements for the School of Occupational Therapy, candidates must meet the admission requirements for graduate students at the university.

The Puget Sound School of OT was granted Candidacy by ACOTE for the entry-level doctoral degree in the Fall of 2020. Full Accreditation was granted December 2022, with the maximum allowable renewal cycle of 7 years.

This degree has been established in response to a time when occupational therapy practitioners are required to solve increasingly complex occupational problems through service-delivery at an individual, group, and population-level. These health and social care systems require 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. Studies culminate with the doctoral capstone which provides in-depth exposure in one or more of the following: clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education, and theory development.

Course of Study

There are three phases to the Occupational Therapy entry level course of study: pre-professional, professional, and fieldwork experience.

1. The pre-professional phase occurs prior to enrollment in the program. During this phase, applicants complete School of Occupational Therapy prerequisites.
2. During the professional phase, students complete the required Occupational Therapy coursework.
3. 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.

1. A degree candidate must complete, for a letter grade, a minimum of 15 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.
2. 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.
3. 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

1. 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.
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. 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.
3. 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.
4. 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 OTD (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. Successfully complete a 14-week doctoral capstone consisting of both the doctoral project and doctoral experience.
4. Maintain professional liability insurance throughout educational program.
5. Provide transportation for travel to clinical facilities.
6. Pay a fee for fieldwork experience.
7. Maintain health insurance and immunizations throughout educational program.
8. Maintain current CPR certification throughout educational program.
9. Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
10. 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 OTD

Students must be admitted to the School of Occupational Therapy before taking the following course sequence:

First Year

Fall Term	Spring Term	Summer Term
OT 601	OT 610	OT 730 (0.25)*
OT 602 (0.5 unit)	OT 614	OT 781 (0.25)*
OT 603	OT 634	
OT 605	OT 644	
OT 680 (0.5 unit)		
OT 651 (0.0 unit)		

Second Year

Fall Term	Spring Term
OT 731 (0.25 unit)	OT 737 (0.5 unit)
OT 743 (0.5 unit)	OT 747 (0.5 unit)
OT 745	OT 748 (0.5 unit)
OT 746	OT 749 (0.5 unit)
OT 760 (0.5 unit)	OT 761
OT 782 (0.25 unit)	

* will be a hybrid course with a two week intensive on campus the first two weeks of Summer Term 1

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 770 (0.0 unit)	OT 771 (0.0 unit)	OT 785 (0.0 unit)
OT 783 (0.0 unit)	OT 784 (0.0 unit)	

Successful completion of fieldwork and capstone experiences are required for graduation from the university with an OTD degree in occupational therapy. During fieldwork, the student spends a minimum of six months of full-time practice under registered therapists in medical centers, schools, or health care agencies. During the faculty-mentored capstone experience, the student spends 14-weeks building upon what was learned in the classroom and during fieldwork, in an area of occupational therapy practice, research, program development or policy.

- OT 770 & 771—Required

Sequence for part-time graduate study must be approved by the School of Occupational Therapy faculty.

Upon successful completion of all degree requirements, a Doctor of Science in Occupational Therapy (OTD) 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. 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.

Doctoral Capstone Experience: OTD students work with the Capstone Coordinator, a faculty mentor and a community collaborator to develop, plan and implement a 14-week capstone experience addressing one or more of the following: practice, academia, research, advocacy, or policy. Capstone experiences may occur on campus, in the immediate community or outside of Washington State. Once placed, if a student cancels a placement, a \$500.00 cancellation fee will be assessed.

POST-PROFESSIONAL DOCTORATE—OCCUPATIONAL THERAPY (DrOT)

About the Program

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 and OTD 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.

1. 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.
2. 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.
3. 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

1. 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)

- Successfully complete the required courses (see below) for a letter grade with a cumulative grade point average of 3.0 or better.
- Successfully complete residency experiences as part of their coursework.
- Maintain professional liability insurance throughout educational program.
- Provide transportation for travel to clinical facilities.
- Maintain health insurance and immunizations throughout educational program.
- Maintain current CPR certification throughout educational program.
- Adhere to the standards of ethical practice observed by the academic and clinical education programs in occupational therapy.
- 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 is offered approximately every 2-3 years and 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.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Occupational Therapy (OT)

101 Introduction to Allied Health Professions 0.25 units. 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 OT program, nor will it meet any requirements for that degree. *Pass/Fail Required.*

601 Foundations of Occupational Therapy This course provides students with an overall understanding of the occupational therapy process and fundamental knowledge and skills for professional practice. The course emphasizes the nature of occupation, how participation in occupation is an organizing force throughout the life span, and ways that occupational performance is affected by individual and environmental contextual factors. *Prerequisite: Admission to the School of Occupational Therapy.*

602 Health & Occupation Across Diverse Populations 0.50 units. This course critically examines the role of sociocultural, socioeconomic, and diversity factors as they impact participation in occupation for persons, groups, and populations in a changing healthcare environment. Using analytical and evaluative skills, students collaborate in problem-solving activities with classmates in and outside of class and increase understanding of the ways in which race and class impact occupational performance and participation. *Prerequisite: Admission to the School of Occupational Therapy.*

603 Assessment in Occupational Therapy This course provides students with foundational knowledge and skills in skilled observation, activity analysis, and administration of assessments, including scoring, synthesis, and interpretation of the results of measurement for use in occupational therapy practice. Students critically evaluate a published test and form conclusions about the usefulness of the test for OT practice. *Prerequisite: Admission to the School of Occupational Therapy.*

605 Functional Anatomy for Occupational Therapists Essential gross anatomy of the musculoskeletal system 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 kinesiological analysis of movement. Introduction to goniometry, manual muscle testing, palpation of superficial structures, and clinical presentations are also covered. *Prerequisite: Admission to the School of Occupational Therapy.*

610 Neuroscience for Occupational Therapists This class is a foundation course designed to introduce occupational therapy students to the basic and applied functions of the human nervous system and begin to understand how those functions affect sensorimotor activity, cognitive/affective behavior, and, ultimately, occupational performance.

Instruction on somatosensory and visual testing is included.
Prerequisite: Admission to the School of Occupational Therapy.

614 Occupational Therapy Intervention Across the Lifespan

Students engage in and develop clinical reasoning skills related to a thorough exploration of: types of intervention, intervention approaches and intervention review across the lifespan. During labs, students apply knowledge and skills while practicing documentation strategies.
Prerequisite: OT 601, 602, 603, and 605.

630 Evidence Project I 0.25 units. In this course, student groups continue work on their evidence-in-practice projects begun at the end of OT 634. Specifically, MSOT students collaborate with OTD students to develop a full CAT proposal and receive the approval of project mentor and chair. OTD/MSOT student groups make oral presentations of the CAT Proposal to the class and participate in giving and receiving peer review and feedback. *Prerequisite: OT 634.*

631 Evidence Project II 0.25 units. In this course, the combined MSOT/OTD student groups continue the evidence-in-practice projects begun in OT 634 to implement the research, analyze findings, and synthesize implications of the evidence project, including development of a scholarly written report. Student groups collaborate with the community practitioner and develop an Involvement Plan based on principles of translational research. *Prerequisite: OT 630.*

634 Research and Evidence in Occupational Therapy Practice This course introduces the context of OT research, the major types of research, issues of research design, concepts of evidence-based practice, and the principles of descriptive and inferential statistics. Students analyze and interpret data, complete and present pilot descriptive research projects, and begin preparations for implementation of the evidence project in OT 630 or OT 730. *Prerequisite: Admission to the School of Occupational Therapy.*

637 Evidence Project III 0.50 units. Student groups continue their work on the evidence-in-practice projects begun in OT 634. Activities include translating knowledge, studying the implementation of the knowledge, and becoming familiar with methods for disseminating knowledge. The course culminates with a poster presentation of the evidence and knowledge translation project at the OT Research Poster Symposium. *Prerequisite: OT 631.*

643 Advanced Technology, Ergonomics and Work 0.50 units. This course prepares students to analyze, and apply the person-task-environment interaction of individuals with various disabilities and impairments, with an emphasis on services addressing advanced technology, ergonomics, and work. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

644 Psychosocial Occupational Therapy Across the Lifespan This course develops theoretical knowledge of and practice skills for the occupational therapy process with clients with diverse psychosocial needs, ranging from the importance and meaning of occupation for mental health promotion to the impact of psychiatric conditions on occupational performance. Students administer assessment methods, identify and analyze occupational needs related to mental health, and compare a variety of evidence-informed psychosocial intervention approaches. Therapeutic use of self and reflection and reasoning is further developed while designing and implementing therapeutic group interventions. Doctoral students further evaluate evidence that supports the role of occupation in the promotion of mental health and prevention of mental illness. *Prerequisite: Admission to the School of Occupational Therapy.*

645 Occupational Therapy Process with Adults I This course addresses evaluation and treatment of adults with occupational performance deficits that result from a variety of acquired musculoskeletal and/or neurological disorders. Building upon foundational information learned in the introduction to evaluation and treatment courses, students will analyze and apply scientific evidence to understanding assessment and treatment principles specific to adult populations, utilizing a variety of models and frames of reference to inform their clinical reasoning. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

646 OT Process in Pediatrics I The domain and process of occupational therapy services for infants, children and adolescents across a variety of settings will be discussed and explored with an emphasis on theoretical, legal and ethical foundations to pediatric practice, diagnosis, evaluation, intervention and outcomes. Students will analyze and apply a variety of evidence to support clinical and professional reasoning when working with this population. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

647 Occupational Therapy Process with Adults II 0.50 units. This course continues to prepare students in the occupational therapy processes of evaluation and intervention planning for adults with occupational performance deficits that result from a variety of acquired musculoskeletal and/or neurological conditions. Students will also analyze and apply scientific evidence for designing and prescribing successful home program interventions, understanding the impact that mobility and accessibility within the environment have on overall health and occupational performance, and developing strategies to promote health and wellness at the individual and population levels. *Prerequisite: OT 645.*

648 Occupational Therapy Process in Pediatrics II 0.50 units. This course continues to prepare students to work with infants, children and adolescents across settings and diagnoses in order to support development, occupational performance, participation and health and wellness. Students will develop knowledge and strategies to analyze and apply the occupational therapy process at the population and systems levels in addition to the individual. *Prerequisite: OT 646.*

649 Occupational Therapy for Older Adults 0.50 units. 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 of the older adult, and the therapist's role in assessment and intervention, as it is unique to practice with individuals 55 years and older, are discussed. *Prerequisite: OT 645.*

651 Fieldwork Level 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. Course also includes 3 seminar sessions. *Prerequisite: Admission to the School of Occupational Therapy. Pass/Fail Required.*

652 Experiential Learning in Context I No credit. Experiential learning enables students to develop meaningful connections between course content and the occupational needs of individuals, organizations, and communities. Students engage in service hours in a setting that provides professional development experience relevant to occupational therapy practice and/or with the populations served by occupational therapists. Students reflect on diversity and individual differences, meaningful occupation, and their own professionalism and lifelong learning and growth. *Prerequisite: OT 651.*

653 Experiential Learning in Context II No credit. Experiential learning enables students to develop meaningful connections between course content and the occupational needs of individuals, organizations, and communities. Students engage in service hours in a setting that provides professional development experience relevant to occupational therapy practice and/or with the populations served by occupational therapists. Students reflect on diversity and individual differences, meaningful occupation, and their own professionalism and lifelong learning and growth. *Prerequisite: OT 651.*

659 Management 0.25 units. This course will cover fundamental aspects of health care administration and emerging management practice. Information regarding financing and reimbursement of health services, and social and global health issues will be covered. Supervisory relationships, the law related to occupational therapy practice, and ethical scenarios will be explored. *Prerequisite: OT 680 and admission to the MSOT program.*

660 Community Behavioral Health Clinic 0.50 units. The mental health clinical experience provides students with opportunities to engage in the community and is part of the Level I fieldwork series. It is designed to assist in the transition from the role of student to that of therapist by engaging in the occupational therapy process in its entirety. *Prerequisite: OT 644.*

661 Adult and Pediatric Teaching Clinics As a continuing part of the Level I Fieldwork series, students gain authentic, practical experience with the occupational therapy process by working with both an adult and child client in the Puget Sound occupational therapy teaching clinics. Course learning activities enhance both foundational knowledge and the critical thinking skills necessary for professionalism and lifelong learning and growth.

670 Fieldwork Level II No credit. The Fieldwork II experience consists of two 12-week, full-time placements and is an essential part of the educational program. It is completed in two different practice settings as students work toward developing the entry level skills of a generalist OT. Successful completion of Fieldwork II includes passing scores on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student at the conclusion of each placement and the approval of the OT program director. *May be repeated for credit. Cannot be audited.*

671 Fieldwork Level II No credit. The Fieldwork II experience consists of two 12-week, full-time placements and is an essential part of the educational program. It is completed in two different practice settings as students work toward developing the entry-level skills of a generalist OT. Successful completion of Fieldwork II includes passing scores on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student at the conclusion of each placement and the approval of the OT program director. *May be repeated for credit. Cannot be audited.*

680 Professionalism and Leadership I 0.50 units. In this course students learn foundational concepts of professionalism, universal principles of professional therapist-client interaction, and assimilation of a professional self-identity. Key concepts include personal responsibility for learning, therapeutic use of self, professional communication, clinical reasoning and reflection, professional behaviors, and understanding self as a professional. *Prerequisite: Admission to the School of Occupational Therapy.*

694 Special Topics in Occupational Therapy In this course students focus on a single occupational therapy clinical setting, such as rehabilitation centers or schools, and explore how the occupational therapy process can be effectively implemented in such settings. The interplay of policy and practice issues is examined. *Prerequisite: Admission to post-professional MSOT program. May be repeated for credit.*

695 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

696 Independent Study Variable credit up to 1.00 unit. *May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

700 Professional Craft Knowledge and Expertise Continued expertise development results in refinement of one's professional craft knowledge and professional practice. In 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 learn to a specific practice setting and/or population and their roles as an occupational therapist. *Prerequisite: Admission into the Dr. OT courses.*

712 Leadership in Healthcare 0.50 units. Professional Leadership in occupational therapy focuses on the application of theory and evidence in leadership to specific career goals. Students learn about different theories and models of leadership and change implementation and develop strategies for problem-solving when in a leadership role. Opportunities to explore their own leadership style and develop/continue to build their professional portfolio occur throughout the class. *Prerequisite: Admission into the DrOT program.*

713 Management in Healthcare 0.50 units. Management in occupational therapy builds on the content learned in the professional leadership class OT 712. Students learn systems theory specific to managing a project and/or department. Different management styles are explored and applied to the students' own practice and life goals. Finally, they examine types of change management and quality improvement in occupational therapy settings. *Prerequisite: OT 712. Prerequisite: OT 712.*

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.

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.

730 Evidence Project I 0.25 units. In this course student groups continue work on their evidence-in-practice projects begun at the end of OT 734. OTD students design a detailed evidence search strategy, then, in collaboration with MSOT students, develop a full CAT proposal and receive the approval of project mentor and chair. OTD/MSOT student groups make oral presentations of the CAT Proposal to the class and participate in giving and receiving peer review and feedback. *Prerequisite: OT 634.*

731 Evidence Project II 0.25 units. In this course, the combined MSOT/OTD student groups continue the evidence-in-practice projects begun in OT 634 to implement the research, analyze findings, and synthesize implications of the evidence project, including development of a scholarly written report. Student groups collaborate with the community practitioner and develop an Involvement Plan based on principles of translational research. *Prerequisite: OT 730.*

732 Ethics in Healthcare 0.50 units. 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.

737 Evidence Project III & Capstone Preparation 0.50 units. Student groups continue their work on the evidence-in-practice projects begun in OT 634. Activities include translating knowledge, studying the implementation of the knowledge, and becoming familiar with methods for disseminating knowledge. Students begin preliminary preparation for the capstone experience. The course culminates with a poster presentation of the evidence and knowledge translation project at the OT Research Poster Symposium. *Prerequisite: OT 731.*

738 Emerging Practice in Occupational Therapy 0.50 units. The American Occupational Therapy Association (AOTA) has identified the following as emerging practice areas to watch: addressing the psychosocial needs of children and youth; design and accessibility consulting and home modification; driver rehabilitation and training; ergonomics consulting; Health and Wellness consulting; low vision services; private practice community health services; technology and assistive device development and consulting; Welfare-to-Work services; and Ticket-to-Work services. While these areas have been identified by AOTA and are part of the Centennial Vision, opportunities for developing emerging practice areas 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 completes an in-depth exploration of 2-3 of emerging practice areas.

740 Doctoral Thesis I 0.50 units. This course is the first in a series in which students design and implement an original research 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 Dr. OT courses.*

741 Doctoral Thesis II 0.50 units. This course is the second in a series in which students design and implement an original research project. Students further refine their proposal and begin to implement their project.

742 Doctoral Thesis III 0.50 units. This course is the last in a series in which students design and implement an original research project. Students complete their project including a professional paper. The course culminates in a presentation by the student to the campus and wider community on the entire project.

743 Advanced Technology, Ergonomics and Work 0.50 units. This course prepares students to analyze, apply, and evaluate the person-task-environment interaction of individuals with various disabilities and impairments, with an emphasis on services addressing advanced technology, ergonomics, and work. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

745 OT Process with Adults I This course addresses evaluation and treatment of adults with occupational performance deficits that result from a variety of acquired musculoskeletal and/or neurological disorders. Building upon foundational information learned in the introduction to evaluation and treatment courses, students will analyze, apply, and evaluate scientific evidence to understanding assessment and treatment principles specific to adult populations, utilizing a variety of models and frames of reference to inform their clinical reasoning. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

746 OT Process in Pediatrics I The domain and process of occupational therapy services for infants, children and adolescents across a variety of settings will be discussed and explored with an emphasis on theoretical, legal and ethical foundations to pediatric practice, diagnosis, evaluation, intervention and outcomes. Students will analyze, apply and evaluate a variety of evidence to support clinical and professional reasoning when working with this population. *Prerequisite: OT 601, 603, 605, 610, 614, and 644.*

747 OT Process with Adults II 0.50 units. This course continues to prepare students in the occupational therapy processes of evaluation and intervention planning for adults with occupational performance deficits that result from a variety of acquired musculoskeletal and/or neurological conditions. Students will also evaluate, analyze, and apply scientific evidence for designing and prescribing successful home program interventions, understanding the impact that mobility and accessibility within the environment have on overall health and occupational performance, and developing strategies to promote health and wellness at the individual and population levels. *Prerequisite: OT 745.*

748 OT Process in Pediatrics II 0.50 units. This course continues to prepare students to work with infants, children, and adolescents across settings and diagnoses in order to support development, occupational performance, participation, and health and wellness. Students will develop knowledge and strategies to analyze, apply, and evaluate the occupational therapy process at the population and systems levels in addition to the individual. *Prerequisite: OT 746.*

749 Occupational Therapy for Older Adults 0.50 units. This course addresses issues in human aging that are relevant to occupational therapists. Theories of aging are reviewed and attitudes explored. Students will apply, analyze, and evaluate the scientific evidence as it relates to physical and psychosocial age-related changes, special topics related to care of the older adult, and the therapist's role in assessment and intervention unique to the practice with individuals 55 years and older. *Prerequisite: OT 745.*

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 or 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 or setting is mutually agreed upon by the student and the advisor and the coordinator of experiential learning. Pass/fail grading only. *Pass/Fail Required.*

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 or 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 their professional craft knowledge. The experience or setting is mutually agreed upon by the student and the advisor and the coordinator of the experiential learning. Pass/fail grading only. *Pass/Fail Required.*

752 Residency Through Experiential Learning III 0.50 units. 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 or 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 or setting is mutually agreed upon by the student and the advisor and the coordinator of the experiential learning. Pass/fail grading only. *Prerequisite: OT 751. Pass/Fail Required.*

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.

760 Community Behavioral Health Clinic 0.50 units. The mental health clinical experience provides students with opportunities to engage in the community and is part of the Level I fieldwork series. It is designed to assist in the transition from the role of student to that of therapist by engaging in the occupational therapy process in its entirety. *Prerequisite: OT 644.*

761 Adult and Pediatric Teaching Clinics As a continuing part of the Level I Fieldwork series, students gain authentic, practical experience with the occupational therapy process by working with both an adult and child client in the Puget Sound occupational therapy teaching clinics. Course learning activities enhance both foundational knowledge and the critical thinking skills necessary for professionalism and lifelong learning and growth. *Prerequisite: OT 644, 745, and 746.*

770 Fieldwork Level II No credit. This is the first of two 12-week, full time, Level II fieldwork placements and is an essential part of the educational program. Level II fieldwork is completed in a practice setting as students work toward developing the entry level skills of a generalist OT. Successful completion of Level II fieldwork includes passing scores on the AOTA Fieldwork Performance Evaluation for the occupational therapy student at the conclusion of each placement and the approval of the OT program director. *Cannot be audited.*

771 Level II Fieldwork No credit. The Fieldwork II experience consists of two 12-week, full-time placements and is an essential part of the educational program. It is completed in two different practice settings as students work toward developing the entry level skills of a generalist OT. Successful completion of Fieldwork II includes passing scores on the AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student at the conclusion of each placement and the approval of the OT program director. *Cannot be audited.*

781 Professionalism and Leadership II 0.25 units. Students engage with the professionalization of occupational therapy practice to learn about and develop personal responsibility for professional membership and engagement, interprofessional professionalism, and professional reasoning. Additional topics include contribution and service to the profession, the role of organizational governance in promoting professionalism, professional communication and collaboration, ethical decision-making and practice, and clinical decision making as an occupational therapy professional. *Prerequisite: OT 680. Offered every year.*

782 Professionalism and Leadership III 0.25 units. This third course focuses on leadership in occupational therapy, supervision, and issues in clinical management as well as reimbursement. Students gain deep self-awareness by completing emotional intelligence and self-regulation assessments, and use resulting knowledge to create independent work plans to support completion of the doctoral capstone experience. *Prerequisite: OT 781.*

783 Doctoral Capstone Design I No credit. This hybrid course consists of an intensive classroom series followed by online classroom activities over the ensuing ten weeks. Instructional topics include project management skills, fidelity in project implementation, documentation of processes, budget planning, and strategies for success in independent work. Students conceptualize and design capstone projects in the areas of Clinical Practice Skills, Research, Administration, Leadership, Program and Policy Development, Advocacy, and Education. *Prerequisite: OT 737.*

784 Doctoral Capstone Design II No credit. Students participate in this course through an e-classroom format concurrent with OT 770. The focus is on capstone planning with content and learning experiences individually tailored to support each student in preparing for implementation of the capstone experience. Students complete extensive literature reviews to support the capstone project/experience, confirm a site mentor with expertise in the area of focus, complete and analyze a site needs assessment, and develop individualized learning objectives and plans for supervision during the overall capstone. *Prerequisite: OT 783.*

785 Doctoral Capstone Experience and Seminar No credit. The Capstone experience consists of one 14-week, full-time placement and is an essential part of the educational program. Students initiate and sustain independent work on the capstone project, consulting with the Site Mentor, Faculty Mentor, and Capstone Coordinator as necessary, to carry out contracted project goals and objectives including discontinuation and sustainability of the capstone. The course culminates in a final week of on-campus coursework addressing reflection on the capstone experience, innovations in practice, preparation for academia, preparation for the certification exam, and capstone dissemination. *Prerequisite: OT 770, 771, 783, and 784.*

PHILOSOPHY

Artistic and Humanistic Perspectives Division

Professor

Sam Liao
Justin Tiehen
Ariela Tubert

Associate Professor

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Visiting Assistant Professor

Rand Hirmiz

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 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.

Requirements for the Major in Philosophy (BA)

A major in Philosophy consists of nine units with the following distribution:

1. Three of the following intermediate level courses: 210 Ancient Greek Philosophy; 215 Classical Chinese Philosophy; 230 Philosophy of Mind; 250 Moral Philosophy.
2. At least one of the following specialist level seminars: 410 Topics in History and Traditions; 430 Topics in Knowledge and Reality; 450 Topics in Value Theory.
3. Five additional courses in Philosophy, excluding courses above 480, with
 - at most two at the introductory/100 level, and
 - at least two at the advanced/300 level and completed on campus.

Requirements for the Minor in Philosophy

A Minor in Philosophy consists of five units with the following distribution:

1. Two of the following intermediate level courses: 210 Ancient Greek Philosophy; 215 Classical Chinese Philosophy; 230 Philosophy of Mind; 250 Moral Philosophy.
2. Three additional courses in Philosophy, excluding courses above 480, with
 - at most one at the introductory/100 level, and
 - at least two at the advanced/300 or specialist/400 level and completed on campus.

Notes

- a. Intermediate Level requirements should be completed by the end of the junior year.
- b. Students declaring Philosophy as a second major or as a minor are encouraged to select a Philosophy faculty member as a secondary advisor.
- c. Students combining a Philosophy major with a second major may request permission of the Philosophy Department to count a relevant course from their other major toward the philosophy requirements. Students pursuing this option will be asked to submit a petition explaining how the course is relevant to their philosophical education.
- d. Courses taken more than six years ago will be accepted or rejected for the major and 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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Philosophy (PHIL)

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.

102 Freedom and the Self This course covers a range of philosophic 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 occasionally.*

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 humans 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 philosophizing in critical 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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

107 Philosophy of Disability In this course students first read about the experience of disabled people and the history of the disability rights movement in the US, and how the approach to disability has evolved through time. Then, students devote some time thinking about the nature of disability; two families of approaches to disability are discussed (naturalism and social constructionism) with particular attention to philosophical accounts. The course transitions toward more applied questions, such as: What is the relation between disability and well-being? Is disability intrinsically bad? How is disability analogous to other social identities, and how does ableism differ from other forms of oppression, if it does? Are genetic screening and selective abortion on the basis of disability morally permissible? How does mental disability differ from physical disability? Finally, students work on a group project that answers the question: How can we build a world that includes disability? *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Cannot be audited. Offered occasionally.*

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.

215 Classical Chinese Philosophy This course introduces students to influential philosophical questions in early Chinese thought. And it exposes students to central philosophical texts such as Lunyu, Daodejing, Mozi, Zhuangzi, Mengzi, 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. *Offered frequently.*

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.

232 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.

240 Formal Logic Formal logic is the science of reasoning and argumentation. It uses mathematical structures to establish a formal language to express thoughts and evaluate the coherence of series of thoughts. Students learn about and work with two logical systems in this course: truth-functional logic and first-order logic. Students are expected to acquire technical skills in three aspects of logical systems: symbolization (representing thoughts in the formal language); interpretation (using a mathematical structure to interpret the formal language); and deduction (working with sets of rules that govern series of expressions in the formal language). As students explore these two logical systems, they will inevitably consider meta-logical and philosophical questions about logical concepts and the systems themselves, such as ones that concern their expressive power, limitations, and potential alternatives.

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.*

286 Ethics, Data, and Artificial Intelligence This course focuses on social, economic, legal, and ethical issues that arise from the collection, analysis, and use of large data sets, especially when these processes are automated or embedded within artificial intelligence systems. The course explores the design of ethical algorithms by considering questions like the following: what kinds of biases are ethically problematic and how can they be avoided? what are the effects of automation on jobs and inequality? what are the privacy considerations that arise when collecting and using data? what is the ethical significance of transparency in automation? who owns data sets and who has the right to access information? who is responsible for actions that result from artificial intelligence systems? In thinking about these complex questions, students consider specific case studies of controversial uses of data and algorithms in fields such as medicine, biotechnology, military, advertising, social media, finance, transportation, and criminal justice, among others. In addition to relevant ethical theories, students are introduced to philosophical, legal, and scientific theories that play a central role in debates regarding the ethics of data and artificial intelligence. Readings are drawn from a number of classic and contemporary texts in philosophy, science and technology studies, law, public policy, and the emerging fields of “data ethics” and “robot ethics”. *Offered frequently.*

292 Basics of Bioethics This course examines 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/PHIL 292. Credit will not be granted for both BIOE/REL 292 and BIOE/PHIL 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 occasionally.*

312 Latin American and Latinx Philosophy This course introduces students to philosophy from Latin America—broadly construed to include Indigenous philosophy—and to Latinx philosophy in the United States. The course focuses on issues of identity in Latin American and Latinx Philosophy including: 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) discussions about gender, race, class, and ethnic and political identity in Latin American anti-colonial and independence philosophy, liberation philosophy, and Latinx philosophy in the United States. *Offered frequently.*

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 is also required. *Offered occasionally.*

321 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. *Offered every other year.*

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. *Prerequisite: One previous course in Philosophy. Offered occasionally.*

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.*

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.*

340 Philosophy of Cognitive Science Cognitive science is the interdisciplinary study of the mind, which involves the cooperation of philosophy, psychology, neuroscience, linguistics, anthropology, computer science, and more. This course reviews the foundational methodological questions of cognitive science from a philosophical perspective. To do so, the course offers a historical overview of the development of cognitive science, from classical representationalist responses to behaviorism to contemporary anti-representationalist approaches—with a special focus on embodied, embedded, enactive, and extended (4E) cognition. *Offered frequently.*

350 Moral Psychology and Metaethics This course is focused on the interconnection between value judgments and a scientific perspective on the world and human psychology. Drawing on philosophical work that connects to and draws implications from attempts to study human behavior scientifically, the course explores answers to questions like: What motivates ethical action—is it emotions, reasoning, or something else? What is the connection between a person's values and their behavior? As students explore various answers to these questions, they will draw connections and look at the implications of those answers for epistemological and metaphysical issues connected to ethics, such as whether morality is objective or subjective; whether morality can be universal or whether it is relative to a person, to some aspect of a person's psychology, or to a community; whether ethical language is an expression of a person's feelings or a statement of some fact (be it a fact about the community or the psychology of the speaker, or a non-natural fact); and whether moral responsibility requires freedom of choice. *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 occasionally.*

360 Aesthetics 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 frequently.*

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 law? 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? 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 and capital punishment, among others. *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. *Contributes to satisfying the Knowledge, Identity, and Power Core 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 some metaphysical issues concerning gender: What is gender? Are gender terms purely natural categories or are they to some extent socially constructed? 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? Finally, with ethical issues related to gender: Granted that everyone has an equal right to flourishing

regardless of gender, are there gender variations related to what constitutes flourishing? To what extent are we culturally biased when we think that those who don't conform to the gender norms of other cultures are oppressed? In investigating questions such as these, the course will consider a diversity of perspectives, exploring intersections between gender and other social categories such as race or class and contrasts among different gender theories. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.* *Offered occasionally.*

410 Topics in the History of Philosophy Conducted as an advanced seminar, the course addresses topics from the history of philosophy, typically concentrating on a major philosopher or philosophical movement. Each student writes and presents a substantial seminar paper related to the course. Representative course topics include Plato, the Stoics, Ancient and Modern Skepticism, Aquinas, Rationalism, Hume, Idealism, Nietzsche, the Pragmatists, and Russell and Wittgenstein. *Prerequisite: Two courses from PHIL 210, 220, 310, 311, 312, 320, 323, and 325.* *May be repeated for credit.* *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, 336, and 340.* *May be repeated for credit.* *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: Three courses in Philosophy.* *May be repeated for credit.* *Offered frequently.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

497 Public Philosophy 0.25 activity units. This course invites students to go beyond the traditional classroom, and bring the ideas and practices of academic philosophy to a public audience. For example, Students may coorganize an undergraduate conference, in which they peer review submission from students across the country, construct a conference program, and provide commentaries on presentations. Or, students may coach ethics bowl, which is a competition aimed at solving ethical dilemmas, to local high school students on a weekly basis. The process of bringing the ideas and practices of academic philosophy

Physical Education

to a public audience demands students to utilize flexible and sophisticated problem-solving skills to address unscripted problems. To build on these direct experiences, students must reflect on how the experiences have shaped the students' academic growth and understanding of self, others, or the world. *Prerequisite: Permission of the instructor. May be repeated for credit. Satisfies the Experiential Learning Core Requirement. Pass/Fail Required. Cannot be audited. Offered every other year.*

498 Internship Seminar This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an und *May be repeated for credit. Cannot be audited. Cannot be taken Credit/No Credit.*

499 Ethics Bowl 0.25 activity units. 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, care-bots), and global issues (e.g. the impact of globalization, global warming, biodiversity). *Prerequisite: Permission of the instructor. May be repeated for credit. Satisfies the Experiential Learning Core Requirement. Pass/Fail Required.*

PHYSICAL EDUCATION

Varsity Sports Coach

Sunil Kukreja, Sociology and Anthropology

About the Program

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.

Intercollegiate Varsity Sports

Sports designated based on NCAA classification. The department provides participation access for transgender students under its Transgender Student-Athlete Policy.

1. Offered only in one semester at one-half activity unit each. *May be repeated for credit. 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)
2. Offered in both semesters at one-quarter activity unit each. *May be repeated for credit. Pass-fail grading only.*
 - 105A Basketball (men)
 - 105B Basketball (women)
 - 107 Swimming (men and women)
 - 114 Cheerleading (all genders)
 - 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.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Physical Education (PE)

101 Varsity Cross Country 0.50 activity units. *May be repeated for credit. Pass/Fail Required.*

102 Varsity Football 0.50 activity units. *May be repeated for credit. Pass/Fail Required.*

103 Varsity Soccer 0.50 activity units. *May be repeated for credit. Pass/Fail Required.*

104 Varsity Volleyball 0.50 activity units. *May be repeated for credit. Pass/Fail Required.*

105 Varsity Basketball 0.25 activity units. *May be repeated for credit. Pass/Fail Required.*

107 Varsity Swimming 0.25 activity units. *May be repeated for credit. Pass/Fail Required.*

108 Varsity Baseball 0.50 activity units. *May be repeated for credit. Pass/Fail Required.*

109 Varsity Softball 0.50 activity units. *May be repeated for credit. Pass/Fail Required.*

110 Varsity Crew 0.50 activity units. *May be repeated for credit. Pass/Fail Required.*

111 Varsity Golf 0.50 activity units. *May be repeated for credit. Pass/Fail Required.*

112 Varsity Tennis 0.50 activity units. Pass-fail grading only. *May be repeated for credit. Pass/Fail Required.*

113 Varsity Track 0.50 activity units. *May be repeated for credit. Pass/Fail Required.*

114 Cheerleading 0.25 activity units. *May be repeated for credit. Pass/Fail Required.*

115 Varsity Lacrosse—Women 0.50 activity units. Pass-fail grading only. *May be repeated for credit. Pass/Fail Required.*

122 Strength Training and Conditioning—Men, Women 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

123 Advanced Conditioning 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

124 Jogging 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

125 Circuit Training 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

126 Individualized Fitness 0.25 activity units. Instruction, periodic testing, and personalized, progressively structured cardiovascular fitness program tailored to each individual's capabilities. *May be repeated for credit. Pass/Fail Required.*

127 Walking for Fitness 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required. Offered spring semester.*

130 Scuba 0.25 activity units. Basic scuba instruction leading to ability to receive certification by the Professional Association of Diving Instructors. Unique consideration: course fee to cover cost of renting certified scuba equipment. Must provide own snorkeling equipment. Some class requirements to be held off campus. *May be repeated for credit. Pass/Fail Required.*

131 Introduction to Backpacking 0.25 activity units. 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 life-time enjoyment of the natural environment through hiking and backpacking. Unique consideration: course fee to cover cost of some food, equipment, and transportation on hikes. *May be repeated for credit. Pass/Fail Required. Offered fall semester.*

132 Advanced Backpacking and Basic Mountaineering 0.25 activity units. 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 the instructor. May be repeated for credit. Pass/Fail Required. Offered spring semester.*

134 Beginning Rock Climbing 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

135 Basic Sailing 0.25 activity units. 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. Students attain the knowledge and experience to handle a boat under 25 feet for day sailing in normal weather and qualify for ASA Basic Sailing Certification. On-the-water sails will occur on selected weekdays and weekends. A course fee is required to cover the cost of equipment rental. *May be repeated for credit. Pass/Fail Required. Offered spring semester.*

137 Beginning Riding 0.25 activity units. 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 and appropriate foot gear. Unique considerations: course fee to cover cost of horses and equipment. Students must provide their own transportation to stables. *May be repeated for credit. Pass/Fail Required.*

138 Intermediate Riding 0.25 activity units. 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. Unique considerations: course fee to cover cost of horses and equipment. Students provide their own transportation to stables. *Prerequisite: PE 137 or permission of the instructor. May be repeated for credit. Pass/Fail Required.*

141 Bowling 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

145 Pickleball/Badminton/Racquetball 0.25 activity units. 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). *May be repeated for credit. Pass/Fail Required. Offered spring semester.*

146 Martial Arts 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required. Offered fall semester.*

147 Tai Chi for Health 0.25 activity units. 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). *May be repeated for credit. Pass/Fail Required. Offered spring semester.*

150 Beginning Yoga 0.25 activity units. 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 dependent upon individual abilities or needs. *May be repeated for credit. Pass/Fail Required.*

152 Beginning Golf 0.25 activity units. Instruction in scoring, terminology, and fundamental technique. Unique considerations: course fee to cover usage of equipment and facility. Students must provide their own transportation to golf center. *May be repeated for credit. Pass/Fail Required. Offered spring semester.*

153 Intermediate Golf 0.25 activity units. Instruction in history, terminology, safety, etiquette rules, strategy, and intermediate skills of golf. *Prerequisite:* PE 152 or its equivalent. Unique considerations: course fee to cover equipment and facility usage. Students must provide their own transportation to golf center. *May be repeated for credit. Pass/Fail Required. Offered spring semester.*

156 Swimming for Non-Swimmers 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

158 Swim for Fitness 0.25 activity units. Student skill level should include the ability to swim at least 4 lengths of the pool without stopping. Knowledge and skill in both freestyle and backstroke are desired, but not required. Students must be comfortable swimming in deep water. Using a variety of techniques and energy systems, successful completion of this course will enable participants to create their own exercise routine. Also included is technical instructional feedback on the proper methods of swim stroke mechanics, and their application towards a successful exercise routine. *Prerequisite:* PE 157 or be able to pass the Red Cross Intermediate Swimming test. *May be repeated for credit. Pass/Fail Required.*

159 Lifeguard Training 0.25 activity units. Lifesaving techniques leading to certification by the American Red Cross in Lifeguard Training. Requires above average swimming ability, particularly in sidestroke, breaststroke, underwater swimming, and swimming endurance. *Prerequisite:* Ability to pass the equivalent of the Red Cross Swimmer test. *May be repeated for credit. Pass/Fail Required. Offered every other year.*

161 Beginning Tennis 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required.*

167 Beginning Badminton 0.25 activity units. Instruction will include: rules of badminton, basic fundamentals on playing which include different strokes, the serve, strategies, and types of equipment and its care. *May be repeated for credit. Pass/Fail Required. Offered fall semester.*

170 Zumba Fitness 0.25 activity units. 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. Students learn choreography using such steps as the salsa, cumbia, merengue, reggaeton, hip hop, dance-hall and more. No dancing experience necessary. *May be repeated for credit. Pass/Fail Required.*

180 Beginning Ballet 0.25 activity units. 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. *May be repeated for credit. Pass/Fail Required. Offered fall semester.*

181 Intermediate Ballet 0.25 activity units. 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:* Some dance experience suggested. *May be repeated for credit. Pass/Fail Required. Offered spring semester.*

185 Aerobic Conditioning 0.25 activity units. Students 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. *May be repeated for credit. Pass/Fail Required. Offered fall semester.*

188 Cardio and Resistance Training 0.25 activity units. This course combines a mix of cardio, Zumba/dance fitness fusion, total body sculpting, circuit training and barre fitness. Utilizing a variety of music and dance styles to condition and strengthen your body with hand weights, resistance bands, and STEP. This 1 hour, high repetition workout, will take you through a variety of exercises while moving to the beat of the music. Improve cardio fitness, muscle tone, balance and strength. It truly is a total body workout! *May be repeated for credit. Pass/Fail Required.*

196 First Aid and CPR 0.25 activity units. This class is conducted following the guidelines of the American Red Cross, Department of Transportation, American Heart Association, and American Academy of Orthopaedic Surgeons. Emphasis is placed upon the body's reaction to trauma and the causes, immediate recognition and early care of medical conditions and injuries. Certification in Cardio-Pulmonary Resuscitation (CPR) is also included. *Pass/Fail Required. Offered spring semester.*

PHYSICAL THERAPY

Professor

Jennifer Hastings
Julia Looper

Clinical Professor

Robert Boyles
Danny McMillian

Associate Professor

Holly Roberts, Director
Karin Steere

Clinical Assistant Professor

Liz Corwin
Dawn Gray
Jason Steere

Visiting Assistant Professor

Brittney Rae

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. Students must also demonstrate appropriate mastery of the prerequisite courses by earning a grade point average of 3.0 or higher in each Anatomy and Physiology course, and a cumulative grade point average of 3.0 or higher in all prerequisite courses.

Complete information on the admission requirements and process can be found on the School of Physical Therapy web page (puget-sound.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.

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.

History

The School of Puget Sound is one of five graduate programs at the University of Puget Sound. Our program is in an ideal location in the Pacific Northwest and is an integral part of a small, private liberal arts university. The Physical Therapy (PT) program at the University of Puget Sound was established in 1975 with the aid of a grant from the Public Health Services Bureau of Health, Education and Welfare. Our sister school of Occupational Therapy (OT) had been in existence for almost four decades at the time when the dean of the University approached Shelby Clayson, a PT who was on the OT faculty at the time, and asked her to develop a program in physical therapy to meet the demand for such a program among students. After many months of hard work, the PT program opened its doors in 1975, offering a Bachelor of Science (BS) degree in Physical Therapy as part of the combined Schools of Occupational Therapy and Physical Therapy. This was one of the earlier entry-level programs established in a liberal arts environment. The university has retained continual accreditation since the first class graduated in 1978.

The last BS class graduated in 1989 to make way for the Master of Physical Therapy (MPT) degree. The university offered an MPT degree from 1990 to 2001. Work began in 1999 for conversion from the MPT to the Doctor of Physical Therapy (DPT) degree. The initial DPT class graduated in 2002. The School of Physical Therapy separated from the School of Occupational Therapy in 2015 to become a separate, independent school and entity within the university and continues to be a strong, well-respected program.

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 physical 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 School of Physical Therapy 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

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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.

Accreditation

The School of Physical Therapy at the University of Puget Sound is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 3030 Potomac Ave., Suite 100, Alexandria, Virginia 22305-3085; 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 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.

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. Appraise and evaluate current best evidence and apply logical, analytical, and critical thinking to clinical decision making related to patient management.
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. Adhere to the principles stated in the American Physical Therapy Association Core Values and Code of Ethics in all aspects of physical therapy practice.
4. Contribute to society by designing activities that promote health and prevent illness or disability.
5. Contribute to a professional working environment by actively engaging in critical inquiry.
6. 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.

Doctor of Physical Therapy (DPT)

Requirements for the Doctor of Physical Therapy

Degree requirements are established by the faculty on recommendation from the Dean of Graduate Affairs 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 experiences.
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 experiences require 30 weeks of work under supervision of licensed physical therapists in clinical facilities that hold an Extended Campus Agreement with the School of Physical Therapy. To be eligible to participate in off-campus clinical experiences, 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.

- 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.

Continuation toward a Degree in Physical Therapy

- 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.
- 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 Clinical Experiences I-II while on academic probation. Schedule for clinical experiences 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 the course is repeated for a successful grade. All School of Physical Therapy courses are offered once in an academic year. Failing a course will therefore result in the 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 facilities for clinical experiences, pay a fee for PT full time clinical experiences, and maintain health insurance, immunization, and a current CPR certificate, and maintain current membership in the American Physical Therapy Association 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. The unit value for each term will equal 4 units for full-time work with the current class schedule, excluding terms consisting only of clinical Experiences (PT 657 and PT 687).

First Year

Fall Term	Spring Term
PT 601 (0.75 unit)	PT 602 (0.75 unit)
PT 605 (1.0 unit)	PT 610 (0.75 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 (0.5 unit)

Second Year

Fall Term	Spring Term	Summer Term
PT 638 (0.5 unit)	PT 641 (0.5 unit)	PT 657 (0 unit)
PT 639 (0.5 unit)	PT 643 (0.5 unit)	
PT 642 (0.5 unit)	PT 646 (0.5 unit)	
PT 650 (1.0 unit)	PT 647 (0.5 unit)	
PT 652 (0.5 unit)	PT 649 (0.5 unit)	
PT 653 (0.5 unit)	PT 651 (1.0 unit)	
PT 655 (0.5 unit)	PT 655 (0.5 unit)	

Third Year

Fall Term	Spring Term
PT 648 (0.5 unit)	PT 687 (0 unit)
PT 660 (1.0 unit)	
PT 661 (0.5 unit)	
PT 664 (0.5 unit)	
PT 677 (3 sections; 0.5 unit each)	

The courses offered in the School of Physical Therapy 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.

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.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Physical Therapy (PT)

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. *Cannot be audited. Offered fall semester.*

602 Foundations of Physical Therapy Measurement 0.75 units.

This course introduces students to the foundational measurement tools used in physical therapy, using joint range of motion measurement and manual muscle testing as examples. Emphasis is placed on the acquisition of the psychomotor and interpersonal skills necessary to perform these procedures. Biological, psychological, and social influences on these measurements are also addressed. Students are introduced to the documentation of these measurements within the framework of electronic medical record systems. *Prerequisite: Successful completion of all first year first semester courses in the Physical Therapy program. Cannot be audited. Offered spring semester.*

605 Clinical Anatomy and Biomechanics for Physical Therapy

An in-depth study of clinical 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 clinical knowledge and understanding of the neuromusculoskeletal systems as a foundation for the treatment of injury or disease via physical therapy. *Offered fall semester.*

610 Applied Neuroscience and Physiology of Movement 0.75 units.

This course provides a comprehensive exploration of the anatomy and physiology of the central and peripheral nervous systems, and the manner in which they integrate with nonneural systems to influence movement. Cellular and neurophysiologic foundations of movement science will be combined into an integrative complex dynamical systems approach to human movement. *Prerequisite: Successful completion of all first year first semester courses in the Physical Therapy program. May be repeated for credit. Offered spring semester.*

625 Introduction to Critical Inquiry 0.75 units. 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 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. *May be repeated for credit. Offered fall semester.*

630 Introduction to Professional Issues 0.75 units. This course explores foundational understanding of what it means to be a professional in health care. Students delve into social issues: forces impacting health care, the role of legislative and political bodies as they relate to health care, social determinants—their impact on health care, and healthcare seeking behavior. Students examine the PT Code of Ethics, the role of professional organizations as they impact health professionals, and apply the cognitive and emotional skills essential to navigating healthcare complexity and uncertainty. Students explore their own development as professionals fostering collective perspective-taking, tolerance, and empathy through group discussion and written reflection. *Cannot be audited. Offered fall semester.*

633 Principles of Cardiopulmonary Physical Therapy 0.75 units. 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. *May be repeated for credit. Offered fall semester.*

635 Ambulatory Function 0.75 units. 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. *Prerequisite: Successful completion of all first year first semester courses in the Physical Therapy program. Offered spring semester.*

638 Orthopedic Evaluation and Treatment I 0.50 units.

This course provides the student with the necessary knowledge and skills to perform competent orthopedic musculoskeletal examinations, evaluations, and interventions for the lumbosacral spine and pelvis. There is coherent integration of this course with PT 639 and PT 642. Emphasis is placed on the development of declarative knowledge and clinical reasoning skills to perform an orthopedic examination and synthesize data to establish an evidence-informed physical therapy diagnosis, prognosis, and plan of care. Laboratory experience comprises a large portion of this course, allowing for the optimal development of procedural knowledge. The basics of diagnostic imaging are also covered within this course and integrated into the clinical reasoning process. *Prerequisite: Second year status in the DPT program. May be repeated for credit. Cannot be audited. Offered every year.*

639 Orthopedic Evaluation and Treatment II 0.50 units.

This course provides the student with the necessary knowledge and skills to perform competent orthopedic musculoskeletal examinations, evaluations, and interventions for the lower extremity. There is coherent integration of this course with PT 638 and PT 642. Emphasis is placed on the development of declarative knowledge and clinical reasoning skills to perform an orthopedic examination and synthesize data to establish an evidence-informed physical therapy diagnosis, prognosis, and plan of care. Laboratory experience comprises a large portion of this course, allowing for the optimal development of procedural knowledge. The basics of diagnostic imaging are also covered within this course and integrated into the clinical reasoning process. *Prerequisite: Second year status in the DPT program and successful completion of PT 638. May be repeated for credit. Cannot be audited. Offered every year.*

640 Physiology, Biophysics, and Application of Biophysical Agents 0.75 units. This course explores the physiological and biophysical effects of biophysical agents as they relate to tissue healing, pain relief, and restoration of function. Emphasis is placed on clinical reasoning for the selection of the appropriate physical agent and intervention parameters based on current evidence and clinical case examples. The course provides comprehensive coverage of the biophysical agents used by physical therapists and includes intensive hands-on laboratory experience with modern equipment utilizing clinical models for development of skill in application of biophysical agents. *Prerequisite: Successful completion of all first year first semester courses in the Physical Therapy program. Cannot be audited. Offered spring semester.*

641 Orthopedic Evaluation and Treatment III 0.50 units. This course is designed to provide the student with the necessary knowledge and skills to perform competent orthopedic musculoskeletal examinations, evaluations, and interventions for the cervical spine, thoracic spine, rib cage, and temporomandibular joint. There is coherent integration of this course with PT 638, PT 639, PT 646 and PT 643. Emphasis

is placed on the development of declarative knowledge and clinical reasoning skills to perform an orthopedic examination and synthesize data to establish an evidence-informed physical therapy diagnosis, prognosis, and plan of care. Laboratory experience comprises a large portion of this course, allowing for the optimal development of procedural knowledge. The basics of diagnostic imaging are also covered within this course and integrated into the clinical reasoning process. *Prerequisite: Completion of the first year of the Doctor of Physical Therapy program. May be repeated for credit. Cannot be audited. Offered spring semester.*

642 Therapeutic Exercise I 0.50 units. This course is designed to provide students with the necessary knowledge and skills to evaluate movement and prescribe therapeutic exercise. The course is integrated with several other movement-based courses in the curriculum, building on foundational topics covered in the first year of the program. Content related to movement evaluation is highly integrated with the concurrent PT641 course. This course begins by defining the variables that inform selection of movement evaluation tools and therapeutic exercise interventions, to include physiological, biomechanical, environmental, and personal factors. Instruction emphasizes the need for prescribing therapeutic exercise with precision and consideration of each individual's unique medical and activity history. Exercise interventions for the spine and lower extremities are the regional foci. At these regions, students learn to apply techniques relevant to patient needs throughout the episode of care. Finally, the course challenges the students' clinical reasoning and use of evidence as they learn to apply and integrate content from this course with knowledge and skills gleaned from other courses. *Prerequisite: Completion of the first year of the Doctor of Physical Therapy program. May be repeated for credit. Cannot be audited. Offered fall semester.*

643 Therapeutic Exercise II 0.50 units. This course is designed to build on understanding and competencies developed in PT 642. In addition to regional coverage of the upper spine and extremities, this course further refines the use of movement evaluation, to include screening examinations for application in a variety of injury prevention and performance settings. Other topics covered include: evaluation and treatment of running-related impairments, exercise management of pelvic impairments, exercise using aquatic environments, and movement-based therapies from other disciplines. Finally, students will work in small groups to plan and execute a community-based intervention designed to serve population health needs, with emphasis on either evaluation and treatment of movement quality, or promotion of physical activity. *Prerequisite: Successful completion of PT 642 and second year status in the Physical Therapy program. May be repeated for credit. Cannot be audited. Offered spring semester.*

644 Pharmacology Implications for the Physical Therapist 0.50 units. This course provides a comprehensive understanding of the neurophysiologic mechanisms of medications as they apply to physical therapy practice. Particular attention will be addressed to medication interaction with physical therapy interventions including but not limited to exercise and joint mobilization or manipulation. Medication interactions with tissue healing and medication interaction with other medications or naturopathic remedies will also be studied. Typical medications for patient populations seen in each physical therapy practice setting will be addressed, as well as how medications may influence typical tests and measures. Physiologic and clinical presentation of medication effects in the development and implementation of appropriate physical therapy interventions are a cornerstone of the course. *Prerequisite: Successful completion of all first year first semester courses in the Physical Therapy program. Cannot be audited. Offered spring semester.*

645 Human Motor Development 0.50 units. In this course, students will explore current theories of motor development and relate them to physical therapy case studies. They will develop knowledge of normal motor development, theoretical models of motor control, development, and learning principles. This will provide the basis for the study of common pathologies encountered in clinical practice. *Prerequisite: Successful completion of all first year first semester courses in the Physical Therapy program. Cannot be audited. Offered spring semester.*

646 Orthopedic Evaluation and Treatment IV 0.50 units. This course is designed to provide the student with the necessary knowledge and skills to perform competent orthopedic musculoskeletal examinations, evaluations, and interventions for the upper extremity. There is coherent integration of this course with PT 638, PT 639, PT 641 and PT 643. Emphasis is placed on the development of declarative knowledge and clinical reasoning skills to perform an orthopedic examination and synthesize data to establish an evidence-informed physical therapy diagnosis, prognosis, and plan of care. Laboratory experience comprises a large portion of this course, allowing for the optimal development of procedural knowledge. The basics of diagnostic imaging are also covered within this course and integrated into the clinical reasoning process. *Prerequisite: Second year status in the Physical Therapy program. May be repeated for credit. Cannot be audited. Offered spring semester.*

647 Physical Therapy Across the Lifespan: Pediatrics 0.50 units. This course addresses the issues in pediatrics that are relevant to physical therapists. Emphasis is on movement of infants and children. The course also applies information on normal development to infants and children, particularly to cerebral palsy, meningomyelocele, pseudohypertrophic 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. *Prerequisite: Completion of the first year of the Doctor of Physical Therapy program. May be repeated for credit. Offered spring semester.*

648 Adult Systemic Pathology for the Physical Therapist 0.50 units. Systemic processes affect the entire person as an organism. This course is a deep dive into the emergent nature of systemic disease and the complex dynamical nature of human systems. Each topic is covered with a foundational discussion of the neurophysiology of the pathology, and the manner in which dysfunction within one human system can affect other systems. Medical management of each condition, including pharmacologic management, is addressed, along with the potential ramifications on PT intervention. Each condition, along with patient cases, is framed in the ICF model. Since systemic conditions can evolve over time, the unique role of the PT in acute, sub-acute and chronic phases is investigated. *Prerequisite: Successful completion of all courses for years one and two of the DPT program. May be repeated for credit. Cannot be audited. Offered fall semester.*

649 Physical Therapy Across the Lifespan: Geriatrics 0.50 units. 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 design and participate in health promotion for community-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 older adult population. *Prerequisite:*

Completion of the first year of the Doctor of Physical Therapy program. May be repeated for credit. Cannot be audited. Offered spring semester.

650 Integrated Clinical Experience I This course consists of integrated clinical experiences designed to provide students opportunities to apply pedagogical knowledge and skills to patients under mentorship and guidance of third year students, in the on-site clinic environment. Students observe, assist, and perform components of physical therapy evaluation, interventions, documentation, and exchange feedback in consultation with student mentors. The companion seminar introduces foundational elements of physical therapy documentation, standards of practice, adult learning, fundamentals of patient and caregiver education, professional behaviors, clinical teaching, and communication skills. Selection of full-time clinical internships is facilitated through exploration of factors influencing clinical education and strategies for progressive clinical and professional skills development. *Prerequisite: Completion of the first year of the Doctor of Physical Therapy program. May be repeated for credit. Pass/Fail Required. Cannot be audited. Offered fall semester.*

651 Integrated Clinical Experience II 0.50 units. This integrated clinical experience incorporates analysis and synthesis of physical therapy concepts, skills, and evidence-based practice via clinical experiences in an on-site clinical environment. Students work closely with clinical instructors to develop skills of examination, evaluation, diagnosis, prognosis and intervention of individuals with impairments, functional limitations or changes in physical function resulting from neurological or musculoskeletal disorders. Students are responsible for documentation of all care delivered, simulated billing, communications to referring clinicians, and have opportunities to exchange feedback with clinical instructors. *Prerequisite: Completion of the first year of the Doctor of Physical Therapy program. May be repeated for credit. Pass/Fail Required. Cannot be audited. Offered spring semester.*

652 Integrated Community Exercise and Wellness Experience 0.50 units. Students work in small groups with participants from the community to design and modify customized exercise programs based on client presentation, goals and current evidence for best practice in exercise prescription. Students apply communication, learning and teaching skills, culminating in individualized home exercise programs for each client. End-of-semester presentations provide students opportunities to share participant progress, challenges and strategies for success. *Prerequisite: Second year status in the DPT program. May be repeated for credit. Pass/Fail Required. Cannot be audited. Offered fall semester.*

653 Adult Neurologic Rehabilitation I 0.50 units. This course provides an in-depth exploration of the assessment and intervention for adults with neurological conditions. The focus of this course is on common pathologies, assessment and movement analysis, and manifestations of neurological impairments. Evidence-based application of standardized outcome measures is also emphasized using the International Classification of Functioning, Disability, and Health (ICF) model. *Prerequisite: Completion of first year of DPT program. May be repeated for credit. Cannot be audited. Offered fall semester.*

654 Adult Neurologic Rehabilitation II 0.50 units. This course provides an in-depth exploration of intervention theory, design, and techniques for adults with neurologic conditions. Students learn to apply the principles of neuroplasticity, motor control and motor learning in clinical reasoning in order to develop competence in functional movement training and intervention for adults with neurologic conditions. *Prerequisite:*

Completion of first year of DPT program. May be repeated for credit. Cannot be audited. Offered fall semester.

655 Physical Therapy for Adults with Enduring Neurologic Disability 0.50 units. 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. *Prerequisite: PT 653 and 654. May be repeated for credit. Cannot be audited. Offered fall semester.*

657 Clinical Experience I No credit. This fourteen-week, full-time clinical experience occurs off-campus and is designed to provide students with an opportunity for guided and independent experiences in providing physical therapy services to the public. *Prerequisite: Successful completion of all courses for years one and two of the DPT program. May be repeated for credit. Offered summer term.*

660 Integrated Clinical Experience III 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 to 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. *Prerequisite: Successful completion of all courses for years one and two of the DPT program. May be repeated for credit. Pass/Fail Required. Cannot be audited. Offered fall semester.*

661 Psychological Factors in Physical Therapy Practice 0.50 units. 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. *Prerequisite: Successful completion of all courses for years one and two of the DPT program. May be repeated for credit. Offered fall semester.*

664 Physical Therapy Administration 0.50 units. This course covers the role of physical therapists in administrative settings and leadership roles. An overview of the costs of providing physical therapy, billing and coding, and payment systems 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 on-on-one to roles managing staffs, departments, and serving the profession through positions in state and national professional associations. Students learn to lead from any level and understand the role physical therapy leaders have in healthcare. *Prerequisite: Successful completion of all courses for years one and two of the DPT program. May be repeated for credit. Cannot be audited. Offered fall semester.*

677 Advanced Topics in Physical Therapy 0.50 units. These courses are designed to build from students' basic backgrounds in a specialized area of physical therapy practice to a level of expertise in comprehensive understanding, clinical reasoning, and application of clinical skills. Several topic areas are available each year. Course content includes 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. Three topics are required. *Prerequisite: Successful completion of all courses for years one and two of the DPT program. May be repeated for credit. Cannot be audited. Offered fall semester.*

687 Clinical Experience II No credit. This sixteen-week, full-time clinical experience occurs off-campus and is the culmination of the academic and clinical portions of the DPT curriculum. The experience is designed to provide students with an opportunity for guided and independent experience providing physical therapy services to the public. *Prerequisite: Successful completion of PT 657 and all required coursework for the DPT program. May be repeated for credit. Pass/Fail Required. Offered spring semester.*

695 Independent Study Variable credit up to 1.00 unit. 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. May be repeated for credit up to 2.00 units. *Cannot be audited. Cannot be taken Credit/No Credit.*

697 Special Project Variable credit up to 1.00 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 up to 4.00 units. Cannot be taken Credit/No Credit.*

PHYSICS

Natural Scientific and Mathematical Perspectives Division

Professor

David Latimer, Chair
Rachel Pepper
Andrew Rex
Amy Spivey
Rand Worland, Director, Dual-Degree Engineering

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 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.

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.

Requirements for the Major in Physics (BS)

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, 363, 412, 493;
2. MATH 180, 181, 280, 290, and 301.

Requirements for the Major in Physics (Pre-Engineering) (BA)

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.

Notes for the major

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.

Requirements for the Minor in Physics

PHYS 121/122 (or 111/112); three additional units at least one of which must be at the 300 level or higher. (Ordinarily PHYS 109 will not satisfy this requirement.)

Requirements for the Minor in Biophysics

Completion of five units to include:

1. BIOL 111 (Unity of Life: Cells, Molecules, and Systems)
2. PHYS 111/112 or 121/122 (Introductory Physics Sequence)
3. BIOL/PHYS 363 (Biophysics). This course has a prerequisite of Math 180 or instructor permission.
4. An additional elective course chosen from: BIOL 112, 212, 362, NRSC 201, PHYS 310, CSCI 161, EXSC 336, and CHEM 460.

In addition to the courses above, students must satisfy one of the following:

- a. At least one of the courses used to satisfy the minor must be from outside the course requirements of the student's major. or
- b. Completion of an internship, research experience, or outreach experience in biophysics which must be approved in advance. Students must meet with a biophysics advisor and submit an application for internship/research/outreach prior to the end of the second semester of their junior year.

Notes for the major and minor

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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Physics (PHYS)

109 Astronomy A survey of descriptive and physical astronomy, which are given roughly equal emphasis. 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.

111 General College Physics This course is designed for any interested student regardless of major, although some majors require the calculus-based PHYS 121 course instead. Fundamental principles of mechanics, gravity, and oscillations are covered. Although it is assumed that the student brings only a background of high school algebra and geometry, additional mathematical concepts are developed within the course. A weekly laboratory is required. *Credit will not be granted to students who have received credit for PHYS 121.*

112 General College Physics This course is designed for any interested student regardless of major, although some majors require the calculus-based PHYS 122 course instead. Fundamental principles of thermodynamics, sound, optics, electricity, magnetism, and nuclear physics are covered. Although it is assumed that the student brings only a background of high school algebra and geometry, additional mathematical concepts are developed within the course. A weekly laboratory is required. *Prerequisite: PHYS 111 or 121. Credit will not be granted to students who have completed PHYS 122.*

121 General University Physics This course is the first in a sequence of calculus-based introductory physics classes and is required for the physics major and some other science majors. Fundamental principles of mechanics, gravity, and oscillations are covered. A weekly laboratory is required. *Prerequisite: MATH 180 or its equivalent (may be taken concurrently). Credit will not be granted to students who have completed PHYS 111. Offered fall semester.*

122 General University Physics This course is the second in a sequence of calculus-based introductory physics classes and is required for the physics major and some other science majors. Fundamental principles of thermodynamics, electricity, and magnetism are covered. A weekly laboratory is required. *Prerequisite: PHYS 121 and MATH 181 (may be taken concurrently). Credit for PHYS 122 will not be granted to students who have completed PHYS 112. Offered spring semester.*

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. *Prerequisite: A solid knowledge of musical intervals and scales, or permission of the instructor.*

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 the 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). Offered fall semester.*

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. Offered spring semester.*

231 Circuits and Electronics This course is intended to teach the fundamental behavior of electronic components and their applications in various circuits. A balance of lecture and laboratory experience demonstrates the practical method of investigation of electronic devices. Original design of electronic circuits is emphasized. Topics include AC and DC circuit analysis, amplifiers, active and passive filters, operational amplifiers, and digital electronics. *Prerequisite: PHYS 112 or 122. Offered every other year.*

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 taken concurrently), or permission of the instructor. Offered fall semester.*

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 the 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 MATH 301 (may be taken concurrently). Offered fall semester.*

352 Electromagnetic Theory This is a continuation of PHYS 351, emphasizing radiation, the propagation of electromagnetic waves, and the theory of special relativity. *Prerequisite: PHYS 351. Offered spring semester.*

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. *Cross-listed as BIOL/PHYS 363. Prerequisite: Math 180 and Physics 111 or 121; and either BIOL 212 or a 300-level course in Biology or Physics; or permission of the instructor.*

390 Directed Research Variable credit up to 1.00 unit. 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. May be repeated for credit up to 1.00 unit. Offered every semester.

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, MATH 290, and MATH 301, or permission of the instructor. Offered fall semester.*

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 semester.*

491 Senior Thesis Variable credit up to 1.00 unit. 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. May be repeated for credit up to 1.00 unit. *Cannot be audited.*

492 Senior Thesis Variable credit up to 1.00 unit. 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. May be repeated for credit up to 1.00 unit. *Cannot be audited.*

493 Advanced Special Topics in 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 and 351 or permission of the instructor. May be repeated for credit. Offered occasionally.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an und *May be repeated for credit. Cannot be audited. Cannot be taken Credit/No Credit.*

POLITICS AND GOVERNMENT

Social Scientific and Historical Perspectives Division

Professor

Lisa Ferrari
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Alisa Kessel
Patrick O'Neil
Seth Weinberger

Associate Professor

Chris Kendall, Chair

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 and breadth of course offerings within the department, the Politics and Government faculty work individually with students to design an individually tailored and meaningful pathway through the major. One-on-one advising ensures students have the opportunity to craft a pathway that serves their personal, academic, and professional interests, providing flexibility while ensuring a cohesive education in political science. Potential pathways include:

Law & Society: What role does law play in fostering change or reinforcing political power? Is law a tool of the powerful or the weak? Courses include PG 313, PG 333, PG 349, PG 366, and PG 386.

Making Political Change: What are the tools of activists, and what are the institutional pathways they use to enact change? How do those in power resist that change? Courses include PG 305, PG 310, PG 315, PG 316, PG 342.

Politics, Information, & Persuasion: Misinformation, disinformation, AI, and deep fakes. How is public opinion shaped, and what are the consequences for political actors and political action? Courses include PG 312, PG 314, PG 322, PG 354, PG 347.

Fostering a Diverse Democracy: How do political systems replicate and transcend ethnic, racial, gender, religious, and ideological divides? What do such divides mean for America and political systems around the globe? Courses include PG 306, PG 311, PG 345, PG 360, and PG 384.

Conflict, Violence, & Peace: What happens when peaceful political discourse fails? What are the consequences of conflict, and how are they addressed? Courses include PG 328, PG 330, PG 336, PG 339, and PG 389.

These are only five of the many ways students may choose to proceed through the major. In addition, while most students will develop and follow a pathway, the ability to freely explore the breadth of the Politics & Government course offerings remains an option.

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.

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. After graduation, many majors pursue careers and advanced degrees in political science, public policy, international development, diplomacy, business, and law. The department faculty draw 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 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.

Requirements for the Major in Politics and Government (BA)

1. Completion of a minimum of eleven units in the Department of Politics and Government to include:
 - Four 100-level courses (PG 101, 102, 103, and 104).
 - PG 200. Students must earn a C– or better for PG 200 to count towards the major. Students may only retake PG 200 more than twice with approval of the chair of the Department of Politics and Government.

- Five 300-level courses, chosen in consultation with a Politics and Government faculty advisor.
 - PG 400, the senior capstone course.
2. At least five units of the total must be completed at Puget Sound.
 3. Any deviation from these requirements requires written approval by the chair of the Politics and Government Department.

Requirements for the Minor in Politics and Government

1. 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;
2. Any deviation from these requirements requires written approval by the Chair of the Politics and Government Department.

Notes for the major and minor

- a. Students who study abroad may apply one approved course toward a minor or two approved courses toward their Politics and Government Major.
- b. One unit of PG 498 may apply toward the major.
- c. Independent study courses may count toward the major with prior approval of the department.
- d. 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.
- e. Students wishing to write a senior thesis can apply for entry into PG 490 (Thesis in Politics and Government) in the semester prior.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Politics and Government (PG)

101 Introduction to United States Politics This course introduces students to the institutions and processes of U. S. politics. It covers all of the fundamental principles and important decisionmakers, giving to students the necessary breadth and understanding to take more advanced and more specialized courses. In addition, it prepares students to evaluate the guiding values of the polity, both in theory and in practice. *Offered every 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. *Offered every 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, intergovernmental organizations, and non-governmental organizations—this course examines the interplay of political, economic, social, and cultural factors that influence the international distribution of power and wealth and contribute to world conflict and cooperation. Specific areas of study include causes of interstate war, terrorism, economic globalization, and international law and organizations. *Offered every semester.*

104 Introduction to Political Theory This course is designed to provide an introduction to the enduring masters of political thought (Plato, Locke, Hobbes, Machiavelli, Marx) who enhance our understanding of the political order and its values by asking questions with clarity and determination. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. *Offered every 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:* PG 101, 102, 103, or 104. *Offered spring semester.*

201 The Commons: Publishing Research on Politics 0.25 activity units. Students work collaboratively to produce and grow an undergraduate journal on politics. Students recruit and edit submissions to the journal. Students also consider additional opportunities to bring research to new audiences, such as developing spin off opinion pieces, interviews with the authors, or other events on campus. In doing so, students engage in discussions about the purpose and value of academic research and the possibilities and problems with disseminating information. Students gain skills in editing, research, social media, and project management. This work is a collaborative process and involves team work. *May be repeated for credit. Pass/Fail Required.*

301 Producing Politics 0.25 units. In this course, students disseminate political information to a larger audience. The form and the content can change. Possibilities include the production of a blog, a podcast, video explainers, a journal, or other medium. The focus could be about political science research, state politics, or issue specific information. Students will learn about the challenges and possibilities of producing politically relevant and engaging material for a variety of audiences. In

doing so, students will also consider how the production and dissemination of such information can alter politics. *Prerequisite:* Permission of the instructor. *May be repeated for credit. Pass/Fail Required.*

302 US Governance in the Time of Coronavirus 0.25 units. This course focuses on government and community actions designed to address this global pandemic in the United States. In this discussion-based class, students will apply lessons from political science and history to try and understand these unfolding events. We will consider the responses from multiple and overlapping jurisdictions including school districts, localities, states, and federal institutions, asking questions about the causes and consequences of different choices. Students will consider the impact on our lives and the nation. *Pass/Fail Required.*

304 Race and American Politics Race is central to understanding American politics. This course asks the questions: what does race mean; how has it changed over time; what is the relationship between race and ethnicity and power; and what is the role of race in American politics. This course examines these questions by looking at a variety of historical and contemporary moments, and a variety of political forces including electoral politics, social movements, government institutions, and everyday politics. By the end of this course, students should be able to talk critically about the evolution of the concept of race in America, identify how race shapes our political language and outcomes, and evaluate contemporary racial politics. *Prerequisite:* PG 101. *Offered occasionally.*

305 United States Environmental Policy This class focuses on environmental policy making and policy in the United States, emphasizing developments since the emergence of the modern environmental movement in the late 1960s. It offers an overview of environmental policymaking institutions and the key policies of the national and state governments, and explores the challenges that have come with the emergence of new issues and interests in the environmental policy field. The class gives special attention to the strengths and weaknesses of current policies and the prospects for significant reform of the "green state." *Prerequisite:* PG 101. *Offered 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 American 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 and 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. *Credit for PG 309 U.S. Presidency will not be granted to students who have received credit for PG 310 Presidency and Congress. 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 occasionally.*

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 "consent of the governed," elections are fundamental. They provide citizens with the opportunity to choose their leaders, and in the process pass judgment on the past performance of officials and broadly indicate the direction they want government to take in the future. This course approaches the study of parties, elections, and campaigns through the lens of presidential and congressional elections, focusing on the purpose, process, and problems of electing our nation's leaders. It looks at how the system works, how it came to be, what citizens want it to accomplish and what it in fact accomplishes, and what the possibilities and limits of reform may be. At the end of the course, students should be able to give an in-depth, well reasoned, and historically informed answer to the question, "Is this any way to run a democracy?" *Prerequisite:* PG 101. *Offered every other year.*

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 United States 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. Contributes to satisfying the Knowledge, Identity, and Power Core 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 occasionally.*

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. *Offered every other year.*

319 Local Politics This course in American politics focuses on key questions about local governance. Students explore institutional structure, civic engagement, local economics, and demographics to understand how decisions are made, power is wielded, and community needs are met. Students interact with local practitioners. Students could engage in sustained field work throughout the term. *Offered occasionally.*

320 Capitalism in Crisis: Poverty, Inequality, and Race in the U.S. What is the relationship between government institutions and the U.S. economy? How have moments of crisis forged the economic

and political reality of America today? This course begins with a critical examination of capitalism and the free market before turning to the issues of globalization and deindustrialization. Together, students will tackle questions regarding what can and should be done about the crisis of poverty and income inequality in the United States. *Cannot be audited. Offered only once.*

321 Identity, Nationalism and Sovereignty in European Politics What is the future of Europe? Current European politics are confronted by complex interplay between integration, migration, and nationalism, all of which provide differing concepts of "Europe" as a political entity. This course will begin by focusing on the development of modern European states and identities, and will then turn to a discussion of the motivations behind integration and the quest to develop European institutions and a single European political identity. From there the course will focus on the the impact of migration from inside and outside Europe, and the ways in which it has been both facilitated by integration and become an obstacle to it. The course will also look at detail into the rise of nationalist and xenophobic parties and movements and the impact they are having on domestic and regional politics. *Offered occasionally.*

322 Authoritarianism and Illiberalism Why authoritarianism? This course looks at non-democratic forms of political rule, investigating the rise, persistence, and decline of authoritarianism around the world. The course will consider ideological, institutional, international and other factors, drawing from historical as well as contemporary cases. In addition to understanding authoritarianism, we will consider the emergence of illiberalism as a newer tendency in democratic politics, and its possible relationship to democratic decline and collapse. Students will be encouraged to focus on their own particular regions of interest in order to broaden our comparative focus and discussion. *Prerequisite: PG 102.*

323 Comparative Political Economy of Asia Why are the world's most successful examples of economic and political modernization of the last 50 years all located in Asia? Is the explanation Confucian culture? Japanese imperialism? American aid? Or is it something about the domestic political institutions? And what are the trade-offs of these institutions? This course employs the tools of comparative political economy to analyze eight Asian cases in seeking answers to these questions. *Prerequisite: PG 102. Offered occasionally.*

328 Development, Exploitation, and Political Change This course offers an intellectual history of the evolution of the interdisciplinary research program concerned with issues of economic development, exploitation and political change. Working in the field of 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 apply these theories to contemporary puzzles of development, underdevelopment and political change and address broader issues of the growth of knowledge in the social sciences. *Prerequisite: PG 102 or permission of the 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, 103, or permission of the instructor. Cannot be audited. Offered occasionally.*

331 United States Foreign Policy The roots and extent of America’s involvement in world affairs; ideological, institutional, and strategic factors shaping U.S. foreign policy since WWII. America’s responsibility and influence on global conditions. Approaches to analyzing American foreign policy. *Prerequisite: PG 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. *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 have a familiarity with international relations theory and social science methodologies prior to taking the course. *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. They 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 and Political Violence This course examines the causes of and means of preventing terrorism and other forms of political violence. Students will consider definitions of terrorism and what separates terrorism from other kinds of violence. Why do some political groups turn to violence while others try to affect change through the political system? We will explore the similarities and differences between different violent groups, such as al Qaeda, the Islamic State, and White extremists. Why and how do groups use violence to achieve their goals? How does the internet and social media facilitate recruiting? And how is political violence best addressed by the state? We will engage these and other questions as the class focuses on understanding and preventing terrorism and political violence. *Prerequisite: PG 102, 103, or permission of the instructor. Offered every other year.*

337 United States-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 103. Offered occasionally.*

338 Constitutional Law of United States 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 the 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 instructor permission. 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 occasionally.*

341 Sex and the State What is the relationship between sex and the state? When—and to what ends—does the state regulate sexuality and gender? In this course, students will explore feminist, trans, and queer critiques of the state and consider how those critiques align or misalign with white supremacist, abolitionist, and anti-capitalist critiques of the state. Together, we will learn about U.S. values, laws, economic relations, and technologies, and we will ask how, both historically and currently, the regulation of sex (both as sexuality and as biological sex) is used to preserve the power of the U.S. state. *Cannot be audited. Offered every other year.*

342 Contemporary Democratic Theory This seminar explores recent trends in the field of political theory. Contemporary political theory focuses predominantly on new thinking related to justice, identity and democracy. Theories of distributive justice (developed by John Rawls) or communicative action (offered by Jürgen Habermas) often serve as a starting point the reconsideration of political community central to contemporary political theory. In the process of questioning the boundaries of modern political community, the inclusiveness of democracy, or the fairness of justice, political thinkers have moved beyond institutional definitions of politics and democracy. Rather, the subject (in all its forms: political, cultural, or social) and language have emerged as important points through which to understand “the political.” As a result, this seminar addresses the politics of identity reflective of race, class, sexuality, gender, or location at work in the formation of democratic community and practice. Recent theories with this attention toward identity at their foundation have suggested new ways to think about democracy by emphasizing deliberation, new forms of citizenship, plurality, and a dissociation of democracy from the nation-state. Issues at the transitional level also closely related to these questions of democracy, including nationalism, immigration, colonialism, and post-colonial politics, are also addressed in the course. *Prerequisite: PG 104. Offered occasionally.*

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 Intersectionality as Theory and Method This course interrogates intersectionality as an approach to the study of politics. Students will study the history and theory of intersectionality and will engage current debates about the application, benefits, and limitations of the intersectional method. In the second part of the semester, students will undertake an archival, group-based research project as a way to test the intersectional method. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. *Cannot be audited. 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. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. *Offered occasionally.*

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.*

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 also explore the relationship between economic and political arrangements. *Prerequisite: PG 104 or permission of instructor. Credit for PG 349 will not be granted to students who have received 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 U.S. 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 in areas such as gay rights, environmental policy, and immigration. *Prerequisite: PG 101. Offered occasionally.*

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: Prerequisite: Acceptance into the Washington State Legislative Internship program and 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. *Offered every other year.*

360 International Relations of the Middle East This course begins with a brief historical review of the rise of Islam as a political structure and its impact on the region, as well as the development of the Ottoman Empire and its relationship to Europe and European foreign policies. This discussion will be followed by a focus on colonialism and its effects, in particular the development of nationalism, populism, Islamism and Zionism. From there we will consider ways in which scholars have attempted to analyze and understand Middle East politics and institutions, drawing comparisons to state building, authoritarianism, and democratization elsewhere in the world. This will be combined with an investigation of regional and international politics as they relate to the region, from the collapse of the Ottoman Empire to the Cold War, and from the Arab Spring onward. This will include a consideration of military conflicts, terrorism, the role of oil and weapons of mass destruction. We will also turn our attention to a number of cases in both their domestic and international politics, which may include but not be limited to Egypt, Israel and Palestine, Saudi Arabia and Iran. Students will have the opportunity to investigate particular topics and cases through in depth research and writing and presentations. *Offered every other year.*

363 Comparative Judicial Politics This course examines courts as political actors. Why do political actors create courts? Why do legislators, executives, and bureaucracies obey them? Do courts take political, economic, and social factors into account when determining how to rule? We will examine these topics through a broad-based comparative inquiry, drawing on materials from around the world: North and South America, Africa, Europe, the Middle East and South Asia, and the Asia-Pacific region. *Prerequisite: PG 102 or permission of the instructor. Offered occasionally.*

364 Comparative Constitutional Law and Rights How do different societies weigh civil, political, social, economic, and cultural rights? Is there a "standard" approach to rights such as abortion access, non-discrimination, and free speech? Are the rights that many Americans consider "self-evident" seen as such in other societies, and what rights do other societies recognize that are curiously absent in the American legal context? This course invites you to step outside the American debate on rights to consider alternative approaches. Students will accomplish this by reading, analyzing, and discussing cases from around the globe, in particular cases from Latin America, Africa, and Asia. Topics include abortion access, LGBTQ+ rights, indigenous rights, and religious freedom. *Prerequisite: PG 101 or 102. Cannot be audited. Offered every other 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 the instructor. Offered occasionally.*

378 Chinese Political Economy Although China can lay claim to both the world's longest continuous civilization and the first modern state, in just the past half century, China has experienced tumultuous political revolution, sweeping reform and most recently painful retrenchment. This begs the questions: Will the growing divisions between rich and poor, coastal and provincial, urban and peasant tear China apart? Can the center hold? Can the Chinese political economy, its environment, and indeed the world accommodate not only a billion capitalist workers and consumers, but also embrace the same number of potential citizens demanding a political voice in their future? Will China's "rise" be peaceful? These questions are empirical, not rhetorical, and their answers are as important as they are uncertain. Students employ the analytical tools of comparative political economy to frame appropriate questions 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 102,103, or permission of the instructor. Offered occasionally.*

379 The Politics of National Identity in Greater China This course is designed to guide students in developing a deeper understanding of key social science concepts and theories regarding identity, ethnicity and nationalism. Students learn how to employ the comparative social science method to better understand compelling political and social issues that are becoming increasingly relevant and contentious under the conflicting conditions and aspirations of globalization, localization and nativism in the early 21st century. These concepts and methods are employed to analyze the complex processes accompanying the emergence, development, evolution and fragmentation of national identity in the geographic region known as Greater China, but these tools and understandings apply not just to Greater China, but to other ethnic groups, nations and cultural imaginaries of the world. *Prerequisite: Acceptance into the PacRim program. Cannot be audited.*

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 others, Cuba, Mexico, Venezuela,

Chile, and Brazil. *Prerequisite:* PG 102, 103, or LAS 100. *Cannot be audited. 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 ENVP/PG 382. Prerequisite:* ENVP 200 or PG 102 or PG 103. *Offered every other year.*

383 The Politics of Natural Resources What are the political and economic implications of natural resource endowments? Why is international cooperation on natural resource governance and, especially, climate change so difficult? This course addresses these and other pressing questions through a broad overview of the politics of natural resources. The course begins by examining how oil and other minerals influence political and economic development, and why mineral rich countries appear more likely to engage in war and conflict. It then focuses on other resources, namely water, forests, and clean air, and evaluates the role that governments and international cooperation play in ensuring access to them. The course culminates in a section on politics of climate change at the local and international level. This course is appropriate for students who want to explore politics and governance of natural resources in an analytical and systematic manner.

384 Ethnic Politics: Governance across Diverse Societies How do diverse societies approach questions of governance within and across borders? When does ethnic diversity lead to domestic conflict, and when can institutions bridge ethnic divides? Are states less likely to go to war with states they consider “ethnic brethren”? 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 will be made, the emphasis will be on states in the Global South, including South Africa and India.

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.*

386 International Human Rights Despite the centrality of human rights in multilateral institutions, many aspects of international human rights—as defined by international law—are controversial, and their implementation at global and domestic levels remains incomplete. This is a survey course on human rights that analyzes the gap between human rights in theory and human rights in practice. Students explore the following questions: What are global human rights? Can we identify patterns of human rights violations, particularly for marginalized groups? What role do international law and institutions play in promoting human rights? How do non-governmental organizations affect human rights

globally? *Prerequisite:* PG 103. *Students who have previously received credit for PG 362 Human Rights in Global and Comparative Perspectives may not enroll in this course. Cannot be audited.*

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.*

389 Costs of War Much of the study of international relations has been driven by questions about war. Regardless of individuals’ views on any particular war, everyone agrees that war is costly. The most obvious costs are in military expenditure and human lives. However, there are many ways of calculating cost, particularly as it relates to war. This course considers how much weight to give these additional factors in answering the question, “What are the costs of war?” The course looks at human, environmental, economic, social, and political costs of war to deepen students’ understanding of what war claims from belligerents and what costs are paid by combatants and noncombatants alike. *Prerequisite:* Any 100-level Politics and Government course. *Cannot be audited. Offered every other year.*

391 Labor and the Making of the American State What is meaningful work? The vast majority of the human population will spend the bulk of their waking hours in the workplace; how do we begin to interrogate and evaluate the purpose and meaning of our own work while also attending to the historical struggle for labor’s recognition? The primary objectives in this course will be to historicize and normatively evaluate the struggle of various historical labor movements and their impact on the making of the American political state. Students will develop a nuanced and robust body of knowledge that critically interrogates the battles to protect workers with a particular eye towards building intersectional solidarity among the working class. Only by understanding how these historical labor movements coalesce and help form our contemporary landscape of work can we begin to normatively evaluate and postulate greater forms of liberation. *Cannot be audited.*

400 Capstone Course Students in this capstone course study major theoretical approaches to contemporary questions in politics and government. The course brings students into conversation across a broad array of approaches and traditions, applying the unique perspective of each to major questions about democracy and power around the world today. Students are expected to participate regularly in seminar discussions and may be responsible for leading class sessions and completing a major project. Students who wish to complete a senior thesis should consult the requirements to enroll in PG 490. *Prerequisite:* PG 200, three 300-level PG seminars, and senior standing; or permission of instructor. *Cannot be audited. Offered fall semester.*

490 Thesis in Politics and Government This is an optional thesis course in Politics and Government. 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 the course, students complete much of the thesis work independently under the supervision of the thesis instructor. Students are permitted to enroll in PG 490 by satisfying these criteria: successfully completing PG 410, 420, 430, 440, or 441; developing a prospectus for the thesis project in consultation with a field advisor during the fall semester of the senior year; participating in a consultative meeting with

both the field advisor and the thesis instructor before the end of the fall semester of the senior year. *Prerequisite: PG 410, 420, 430, 440, or 441, and instructor permission. Cannot be audited. Offered spring semester.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

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. Cannot be audited. Cannot be taken Credit/No Credit.*

PSYCHOLOGY

Social Scientific and Historical Perspectives Division

Professor

Tim Beyer
Isiaah Crawford
David Moore
Mark Reinitz

Associate Professor

Erin Colbert-White, Chair
Melvin Rouse

Assistant Professor

Jennifer McCullen

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 basic research, 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, assessment, cognition, learning, sensation and perception, and biopsychology). 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, internship placements, 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, volunteerism, and faculty-supervised research enhance the major for 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

- 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;
- 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;
- an ability to express ideas effectively, both orally and in writing, within the discourse of the discipline;
- 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
- characteristics valuable for personal development and effective civic 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 in Psychology (BA)

1. Completion of ten units in Psychology.
2. Satisfactory completion of cognate requirement: BIOL 101, 102, 111, or 112.
3. Satisfactory completion of PSYC 101 (Introductory Psychology). Students with a strong psychology background may petition the department to take an elective instead of PSYC 101.
4. Satisfactory completion of PSYC 200 (Writing and Thinking in Psychology).
5. Satisfactory completion of PSYC 201 Methods & Statistics in Psychology).
6. Satisfactory completion of one of the following laboratory courses: PSYC 310, 311, 312, 313, or 314.
7. Satisfactory completion of PSYC 401 (Psychology Senior Capstone Seminar).
8. Satisfactory completion of five psychology elective courses.
 - At least two of the five courses must be at the 300/400 level.
 - Laboratory courses can count as upper-level electives.
 - Students cannot use a laboratory course to fulfill both the laboratory course requirement and the elective course requirement
9. Satisfactory completion of the department's Experiential Requirement in the form of 0-1.0 units of EXLN or PSYC (495-498) experiential credit.
 - Students may opt to complete volunteerism, an internship, or research experience
 - The student's plan to fulfill the requirement must be approved prior to participation in the experience.
 - PSYC 200 is a prerequisite for completing the requirement. PSYC 201 is strongly recommended.
 - Satisfactory completion of academic work to supplement the experience is required.

Requirements for the Major in Psychology (BS)

1. Completion of ten units in Psychology.
2. Satisfactory completion of cognate requirement: BIOL 111 or 112.
3. Satisfactory completion of PSYC 101 (Introductory Psychology). Students with a strong psychology background may petition the department to take an elective instead of PSYC 101.
4. Satisfactory completion of PSYC 200 (Writing and Thinking in Psychology).
5. Satisfactory completion of both PSYC 201 and PSYC 314 (Methods and Statistics in Psychology and Advanced Methods and Statistics in Psychology).
6. Satisfactory completion of two of the following laboratory courses: PSYC 310, 311, 312, or 313.
7. Satisfactory completion of PSYC 401 (Psychology Senior Capstone Seminar).
8. Satisfactory completion of three psychology elective courses.
 - At least one of the three courses must be at the 300/400 level.
 - Laboratory courses can count as upper-level electives.
 - Students cannot use a laboratory course to fulfill both the laboratory course requirement and the elective course requirement.

9. Satisfactory completion of the department's Experiential Requirement in the form of 0-1.0 units of EXLN or PSYC (495/496) research credit.
 - Students must conduct independent research involving data collection.
 - The student's research project must be approved prior to the start of data collection.
 - PSYC 201 is a prerequisite for completing the requirement.
 - Satisfactory completion of academic work to supplement the experience is required.

Notes for the Major

The following notes apply to all Psychology majors (i.e., BA and BS):

1. The 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. BIOL 112 is strongly recommended for students with an interest in evolutionary psychology or animal behavior.
2. Psychology majors must earn a grade of C or better in PSYC 101 (or its equivalent course) in order to enroll in PSYC 200.
3. Psychology majors must earn a grade of C or better in PSYC 200 in order to enroll in PSYC 201.
4. Students must be a declared Psychology major to enroll in PSYC 201. MATH 160 is strongly encouraged but not required for PSYC 201.
5. The prerequisite for PSYC 314 is completion of PSYC 201 with a grade of C or better or permission of instructor.
6. All laboratory courses have PSYC 201 as a prerequisite. PSYC 312 also requires PSYC 314 or permission of instructor. PSYC 311 students participate in daily laboratory work involving live animals.
7. PSYC 370 may only be counted once toward the major.
8. Majors who fulfill the departmental experiential requirement by conducting research must have completed PSYC 201 prior to the start of their project.

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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Psychology (PSYC)

101 Introductory 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. *Offered every semester.*

200 Writing and Thinking in Psychology Although many people believe that psychology is based on common sense, personal experience, or intuition about human behavior and mental processes, the discipline is actually founded on the results of scientifically conducted experiments and studies. Thus, learning the methods for how data are collected, analyzed, interpreted, and communicated form the foundation for an undergraduate degree in Psychology. In this course, students practice using critical thinking and integration of primary research articles to produce logically organized writing in the manner that psychologists use in the discipline, explore the basic principles of empirical research in order to understand the ethical considerations and the characteristics of different types of research designs, and gain facility in beginning-level statistics. Overall, this course aims to strengthen students' identity as scientists and welcome students to the Psychology major. *Prerequisite: PSYC 101 or equivalent with grade of "C" or higher; MATH 160 recommended, but not required. Students who already received credit for PSYC 201 may not receive credit for PSYC 200. Cannot be audited. Offered every semester.*

201 Methods and Statistics in Psychology This course covers experimental design and research methodology, elementary and advanced techniques of data analysis, and basic issues in the philosophy of science. Laboratory and individual research is required. *Prerequisite: Must be a declared Psychology major (or permission of instructor). Must also have completed PSYC 101 or equivalent and PSYC 200 with grade of "C" or higher. Offered every 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. Students who receive credit for PSYC 220 cannot also receive credit for PSYC 222. 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; Students who receive credit for PSYC 221 cannot also receive credit for PSYC 222. 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. Credit will not be granted to students who have received credit for PSYC 220 or 221. *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. *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.*

240 Counseling in Educational Settings This course introduces the role of counseling and psychology in educational settings with a focus on K-12 schools. Students examine the specific roles and responsibilities of school counselors, school psychologists, and mental health counselors working in the school setting. Class discussions focus on the academic, career, and social emotional needs of school aged students and how these professionals promote culturally sustaining practices and support a safe, healthy learning environment. Experiential components of the course include introductory counseling, consultation, collaboration and advocacy skills. *Prerequisite: PSYC 101. Offered every year.*

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 and 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.*

260 Evolutionary Psychology Evolutionary forces have shaped human behavior and the mechanisms of the human mind. In this course students learn the power and limits of evolutionary explanation about human behavior and cognition. After studying the basic processes of biological evolution, including natural and sexual selection, students apply these principles to selected issues in psychology. Examples of topics that may be included in this class are mate selection, sex difference, parenting and kinship, cooperation and conflict, dominance relationships, and social status. *Prerequisite: PSYC 101 and BIOL 101 or equivalent.*

265 Cross-Cultural Psychology This course considers the ways in which human culture and 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. *Prerequisite: PSYC 101. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered frequently.*

296 Career Preparation and Planning Workshop 0.25 activity units. An activity course for psychology majors that teaches important skills associated with academic and co-curricular planning. Using a hands-on workshop approach, students learn about and implement varied planning models in relation to short and long-term aspirations. In addition, each class member practices specific strategies for exploring their interests and identifying relevant courses, internships, research opportunities, and summer employment. Presentations by faculty and guest speakers provide varied perspectives on career options as well as the graduate school application process. As part of their coursework, students complete an initial personal statement, tentative 5-year plan, and a curriculum vita. Students also develop skills related to finding job opportunities, interviewing, and communicating research interests and ideas. Furthermore, students receive feedback from both their peers and various psychology faculty members on this coursework. *Prerequisite: PSYC 101 and sophomore or junior standing. Pass/Fail Required. Offered occasionally.*

310 Sensation, Perception, and Action This course considers the phenomena and methods of sensation, perception, and action in biological organisms. It focuses primarily on vision and audition, but with an emphasis on the general principles of how various forms of physical energy in the world are transduced and transformed to yield useful representations and purposeful behavior. Students wishing to facilitate a deeper understanding of the material may want to take PSYC 251, MATH 121, or PHYS 111/112 (or 121/122) prior to taking this course. Laboratory work is required. *Prerequisite: PSYC 201 with a grade of C or higher, or permission of the instructor. 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 daily work with live animals. Students must be able to commit one hour, MTWF, at the same time each day. *Prerequisite: PSYC 201 with a grade of C or higher. 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 with a grade of C or higher. 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. *Prerequisite: PSYC 201 with a grade of C or higher. Offered frequently.*

314 Advanced Methods and Statistics in Psychology This course covers experimental design and research methodology, elementary and advanced techniques of data analysis, and basic issues in the philosophy of science. Laboratory and individual research is required. *Prerequisite: PSYC 201 with a grade of C or higher or permission of the instructor. Offered every semester.*

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 and one additional 200–400 level psychology course, 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 and one additional 200–400 level psychology course, 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: PSYC 201 and one additional 200–400 level psychology course, 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 application of cognition to topics such as eyewitness testimony, autobiographical memory, childhood amnesia, and expertise. *Prerequisite: PSYC 201 and one additional 200–400 level psychology course, or permission of 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: PSYC 101 and PSYC 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 and 1 200–400-level Psychology course (or PHIL 224), or permission of instructor. Offered frequently.*

356 Fundamentals of Clinical 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 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 interpersonal perception and social cognition. *May be repeated for credit.*

372 Illusions This class addresses the various ways in which people's perceptions, memories, and reasoning about the world may diverge dramatically from reality. The course will delineate a variety of such illusions and try to understand their underlying cognitive and neuropsychological causes. Class goals will be to understand their applications (for instance, to eyewitness accuracy) and to use them to help understand normal perception and cognition. *Prerequisite: PSYC 201 and one additional 200–400 level psychology course, 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. Readings and discussion focus on theoretical knowledge supported by basic research on human cognition, motivation, and behavior and the relevance of that knowledge for issues of practical and personal importance such as academic achievement,

interpersonal relationships, stereotyping, stigma, racism, sexism, aggression, homelessness, and criminal justice. *Prerequisite: PSYC 201 and one additional 200–400 level psychology course, or permission of instructor. Contributes to satisfying the Knowledge, Identity, and Power Core 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. *Prerequisite: PSYC 201 and one additional 200–400 level psychology course, or permission of instructor. Offered every other year.*

377 Animal Cognition Cognition is the many ways organisms take in information from their sensory systems, process it, and act upon it. There are many forms of cognition, and those forms look different from species to species based on the organism's evolutionary history. Through readings, discussions, and independent data collection, this seminar explores the history of the field of animal cognition, its scientific and philosophical controversies, common methods, as well as topics like consciousness, communication, tool use, and intelligence in nonhuman animals. In order to bring course material to life, students conduct observational and experimental studies of animal behavior in both lab and field settings, culminating in an independently proposed and conducted empirical study. *Prerequisite: PSYC 310, 311, 312, or 313 (can be taken concurrently). Cannot be audited.*

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 the instructor. Cannot be audited. Offered occasionally.*

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 314, and Senior Psychology major. Students cannot take more than one from PSYC 310, 311, 312, and 313 concurrently with 401. NOTE: Exceptions by petition to the department. Offered every semester.*

490 Psychotherapy and Behavior Change This seminar reviews the major models of personality, psychotherapy, and clinical assessment. A strong emphasis in the course is placed on the comparison of cognitive-behavioral theories to psychoanalytic, humanistic, and systems approaches. Students have opportunities to develop and practice basic counseling skills as part of the humanistic segment of this course. *Prerequisite: PSYC 320 or 330 or 350 and at least junior standing. Offered occasionally.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

497 Practicum in Psychology Students work with a faculty instructor in the Psychology Department in conjunction with a site experience related to clinical, counseling, and other applied careers in the discipline. The course includes 8-10 hours per week of on-site work and 3 hours of class time where practicum experiences and course-relevant readings are discussed. Students also complete written assignments focused on their fieldwork experience. Open to juniors and seniors with at least a 2.5 GPA. This course is specifically aimed for advanced psychology students and counts as an upper division psychology elective. Students who desire a year-long experience may continue in a subsequent semester through the University's Internship Program and may make those arrangements through the Career and Employment Services Office. Interested students must complete an application to be submitted early in the Fall term of their senior year. BA majors can receive either upper-level elective credit for PSYC 497 or use PSYC 497 to fulfill the departmental experiential requirement, but not both. *Prerequisite: Psychology major and permission of instructor. Satisfies the Experiential Learning Core Requirement. Offered spring semester.*

498 Internship This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *Prerequisite: Approval of the Internship Coordinator and Psychology advisor. May be repeated for credit. Cannot be audited. Cannot be taken Credit/No Credit.*

PUBLIC HEALTH

Professor

Benjamin Lewin, Director

Assistant Professor

Alexandria Drake
Sara Fischer

About the Program

The mission of the University of Puget Sound Master of Public Health (MPH) program is to prepare culturally responsive graduates who promote health equity and community wellness, and work to prevent injury and illness. The program fosters students to develop a passion for life-long education, research, and public health practice that is transdisciplinary, translational, and undergirded by active critical reflection. Graduates employ a diverse set of theoretical orientations in parallel with multiple sources of evidence to make sound professional judgments, resulting in science-based and creative solutions to the challenges of public health issues that impact diverse populations. The program will engage students in an experiential-based learning environment where they collaborate with academic and professional public health partners throughout the Pacific Northwest.

This MPH program at Puget Sound (1) aligns with our institutional mission and philosophies, including fostering critical thinking, apt expression, social justice, and community engagement, (2) builds on our expertise in providing excellence in health professions education and, (3) reflects our deep commitment to being community- and service-centered, and (4) will prepare professionals to provide our region with high quality public health care.

Foundational Knowledge and Core Competencies

Graduates of the MPH program will be grounded to public health knowledge in the profession and science of public health and in factors related to human health, as defined by the Council for Education in Public Health. Grounding in foundational public health knowledge will be measured by student achievement of the following learning objectives in the course PH 601 Foundations of Public Health:

Profession & Science of Public Health

1. Explain public health history, philosophy, and values
2. Identify the core functions of public health and the 10 Essential Services
3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population's health
4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion and screening
6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health

1. Explain effects of environmental factors on a population's health
2. Explain biological and genetic factors that affect a population's health
3. Explain behavioral and psychological factors that affect a population's health
4. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities

5. Explain how globalization affects global burdens of disease
6. Explain an ecological perspective on the connections among human health, animal health and ecosystem health

Graduates of the MPH will also be expected to demonstrate competence in 22 core areas of public health (also known as foundational competencies), as defined by the Council for Education in Public Health. While the competencies are integrated throughout courses, the program will evaluate students' demonstration of competency within specific courses, and each of the competencies and the corresponding course in which it will be evaluated is listed next.

Evidence-based Approaches to Public Health

1. Apply epidemiological methods to the breadth of settings and situations in public health practice
 - Evaluated in PH 606 Fundamentals of Epidemiology
2. Select quantitative and qualitative data collection methods appropriate for a given public health context
 - Evaluated in PH 605 Qualitative Research Methods and PH 606 Fundamentals of Epidemiology
3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
 - Evaluated in PH 602 Introduction to Biostatistics and PH 605 Qualitative Research Methods
4. Interpret results of data analysis for public health research, policy or practice
 - Evaluated in PH 602 Introduction to Biostatistics

Public Health & Health Care Systems*

1. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
2. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

*Evaluated in PH 603 Healthcare Systems & Policy

Planning & Management to Promote Health*

1. Assess population needs, assets and capacities that affect communities' health
2. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
3. Design a population-based policy, program, project or intervention
4. Explain basic principles and tools of budget and resource management
5. Select methods to evaluate public health programs

*Evaluated in PH 607 Program Development & Evaluation Public Health

Policy in Public Health*

1. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
2. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes

3. Advocate for political, social or economic policies and programs that will improve health in diverse populations
4. Evaluate policies for their impact on public health and health equity

*Evaluated in PH 603 Healthcare Systems & Policy

Leadership*

1. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
2. Apply negotiation and mediation skills to address organizational or community challenges

*Evaluated in PH 630 Public Health Leadership and Interprofessional Practice

Communication*

1. Select communication strategies for different audiences and sectors
2. Communicate audience-appropriate public health content, both in writing and through oral presentation
3. Describe the importance of cultural competence in communicating public health content

*Evaluated in PH 622 Health Campaigns: Behaviors & Education

Interprofessional Practice**

1. Perform effectively on interprofessional teams

Systems Thinking**

1. Apply systems thinking tools to a public health issue
 - **Evaluated in PH 630 Public Health Leadership and Interprofessional Practice

In addition to the key areas of learning expected of graduates of MPH programs, the MPH program at Puget Sound develops competencies in general public health and health equity consistent with the mission of the program. University of Puget Sound MPH Program competencies and the course in which it will be evaluated is listed next.

1. Evaluate how environmental and social influences contribute to health and health inequities in populations
 - Evaluated in PH 620 Environmental Health
2. Compare causes of morbidity and mortality across economically and geographically different world regions
 - Evaluated in PH 623 Global Health
3. Develop culturally appropriate strategies to improve health and minimize disparities in populations
 - Evaluated in PH 604 Health Disparities & Marginalized Populations
4. Synthesize data and literature to identify health disparities in populations
 - Evaluated in PH 604 Health Disparities & Marginalized Populations
5. Demonstrate high-quality writing for public health-related audiences
 - Evaluated in PH 624 Special Topics

Experiential Learning

MPH graduates will also demonstrate competency in public health through experiential learning through an Applied Practice Experience and Integrative Learning Experiences. The Applied Practice Experience will be completed as a fieldwork experience and may involve governmental, non-governmental, non-profit, industrial, and for-profit settings or appropriate university-affiliated settings. To be appropriate for applied practice experience activities, university-affiliated settings must be primarily focused on community engagement, typically with external partners. The applied practice experience allows each student to demonstrate attainment of five competencies, of which at least three must be foundational competencies. The competencies need not be identical from student to student, but the applied experiences must be structured to ensure that all students complete experiences addressing five foundational and program competencies. Students will prepare for their Applied Practice Experience in PH 630 Public Health Professionalism and Ethics, and the Applied Practice Experience will be completed as part of the course PH 633 Applied Practice Experience.

MPH students will complete an integrative learning experience (ILE) that demonstrates synthesis of foundational and program competencies. Students in consultation with faculty select foundational and program-specific competencies appropriate to the student's educational and professional goals. The ILE represents a culminating experience and may take many forms, such as a practice-based project, essay-based comprehensive exam, capstone course, integrative seminar, etc. Regardless of form, the student produces a high-quality written product that is appropriate for the student's educational and professional objectives. Written products might include the following: program evaluation report, training manual, policy statement, take-home comprehensive essay exam, legislative testimony with accompanying supporting research, etc. Ideally, the written product is developed and delivered in a manner that is useful to external stakeholders, such as non-profit or governmental organizations. The Integrative Learning Experience will be completed as part of the course PH 634 Integrative Learning Experience.

Master of Public Health (MPH)

Requirements for the Master of Public Health

The degree requires successful completion of 16 units: 14 core requirements and 2 rotating special topics. Students are required to complete the degree requirements with an average GPA of 3.0 or higher in order to graduate.

Students can complete the degree in full-time or part-time status. Students needing to complete the program in part-time status should consult with their faculty advisor to develop a suitable course sequence.

Continuation toward MPH Degree

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.

Grades of D and F are not used in meeting graduate degree requirements but are computed in the cumulative grade average. Students can repeat a course a maximum of two times. Inability to pass a course after two times will result in eligibility for dismissal from the MPH program. The majority of courses in the MPH program are offered once per year and failing a course may result in a delay for time to degree completion.

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 program approval.

Students will be responsible for securing transportation to Applied Practice Experience sites and obtaining and adhering to any requirements of the site (e.g. vaccinations, CPR certification).

Degree Requirements

- PH 601 Foundations of Public Health
- PH 602 Introduction to Biostatistics
- PH 603 Healthcare Systems & Policy
- PH 604 Health Disparities and Marginalized Populations
- PH 605 Qualitative Research Methods
- PH 606 Fundamentals of Epidemiology
- PH 607 Program Development & Evaluation
- PH 612 Advanced Biostatistics
- PH 622 Health Campaigns: Behaviors & Education
- PH 620 Environmental Health
- PH 623 Global Health
- PH 624 Special Topics
- PH 624 Special Topics
- PH 630 Public Health Professionalism and Ethics
- PH 633 Applied Practice Experience
- PH 634 Integrative Learning Experience

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Public Health (PH)

601 Foundations of Public Health This course introduces students to the broad field of public health, professional roles, and the basic principles of disease prevention and health promotion among communities and populations. Students examine historical trends in the field, the 10 Essential Public Health Services, and how public health services are designed and delivered within the public health infrastructure. The course introduces students to the upstream causes of morbidity and mortality across the lifespan and how the public health system in the United States addresses these causes. *Cannot be audited.*

602 Introduction to Biostatistics This course introduces the use of statistics in public health. Topics include descriptive statistics, probability distributions, parameter estimation, hypothesis testing, regression models, and sample size and power considerations. Students develop the skills necessary to perform, present, and interpret statistical analyses using statistical software. *Cannot be audited.*

603 Healthcare Systems and Policy This course introduces the making, understanding, and consequences of public health and health-care policies and systems. Students will assess the design and performance of the health care system, including organization, financing, and delivery in the United States. Students will explore fundamental concerns—such as cost, access, and quality—that shape the development of health policy and health systems worldwide, and compare approaches to understand advantages and disadvantages. Students will explore the population-level impacts of health policy with systems-level view. *Cannot be audited.*

604 Health Disparities and Marginalized Populations This course introduces students to disparities in health care and public health in the United States and around the world that occur as a result of demographic and socioeconomic factors. Students will explore the existence and impact of these disparities on individual and population health. Students will integrate knowledge to develop culturally appropriate strategies to improve health and minimize population health disparities. *Prerequisite: PH 607. Offered every year.*

605 Qualitative Research Methods The course covers qualitative research skills to discern how and why humans behave relative to their health, and emphasizes planning, design, and evaluation. Students gain an understanding of qualitative research techniques by articulating a phenomenon of interest, identifying a target population, employing proper data collection strategies, and selecting proper techniques for results verification. *Cannot be audited. Offered every year.*

606 Fundamentals of Epidemiology This course introduces epidemiological principles and methods to study, quantify, and assess the distribution and determinants of disease among populations. Students examine the influence of biological and social factors on population health. Students evaluate epidemiologic study designs and apply measures of association as methods for determining relationships. *Cannot be audited.*

607 Program Planning and Evaluation In this course, students will gain an understanding of how to implement public health programs and evaluate their effectiveness. Students will learn careful planning and evaluation of public health programs through assessing community needs, critique of existing programs, and proposing a new program. In order to support the interdisciplinary nature of public health programs, students will discuss and practice skills for cultural competence and building effective teams for public health program planning and evaluation. *Cannot be audited. Offered every year.*

612 Advanced Biostatistics Building on content from PH 602, this course covers advanced statistical techniques. Topics include multiple regression, logistic regression, multilevel modeling, and structural equation modeling. Students develop advanced skills necessary to perform, present, and interpret statistical analyses using statistical software. *Prerequisite: PH 602. Cannot be audited. Offered fall semester.*

620 Environmental Health This course introduces students to the interrelationship between human health and the natural and built environments. Students examine current environmental issues and the human activity that affects public and global health, such as climate change, disease transmission, urbanization, pollution, as well as the impact of these changes over time. Students also study the implications of environmental strategies related to community design, occupational health, and policy influencing health. *Cannot be audited.*

621 Public Health Leadership and Interprofessional Practice This course applies the principles of strategic leadership and interprofessional practice in public health services within different sectors. Cultural and organizational differences in leadership and management are explored to build partnerships leveraging community and organizational strengths. Students learn how to align public health programs with organizational mission, vision, and objectives for sustainability and growth. There is particular emphasis on the collaborative and interprofessional nature of public health, developing cultural competence, and the unique aspects of leadership within various types of agencies. *Prerequisite:*

Completion of 8 units in the MPH program. Cannot be audited. Offered every year.

622 Health Promotion This course explores a variety of approaches to promoting individual and community health. Students will learn theories of health behaviors, approaches to effective health communication strategies, and considerations for constructing productive health campaigns. These strategies can occur at both the micro and macro levels. Various promotional strategies, such as social marketing, social and behavioral change communication, and health campaigns will be examined using a diverse toolbox of theoretical perspectives. Working from a foundation of both theoretical and applied health promotion strategies, students will create their own plan of action for a health communication campaign. *Cannot be audited. Offered every year.*

623 Global Health The course provides an overview to issues surrounding global health. Students explore multiple mechanisms that lead to health inequities around the world. Students examine policies and interventions that aim to address issues of morbidity and mortality at national or global scale. Topics covered may include: impacts of globalization on population health, socioeconomic contexts of disease, infectious disease, nutrition, relationships between culture and health, ethical and human rights concerns, and the role of nongovernmental organizations in global health. *Cannot be audited.*

624 Special Topics Special topics courses will rotate. Relevant theory and current research are examined related to the topic. Students will be taught writing and presentation skills relevant to public health audiences. *May be repeated for credit. Cannot be audited. Offered every year.*

630 Public Health Professionalism, Leadership & Ethics Variable credit up to 1.50 units. This course prepares students to thoughtfully select their Applied Practice Experiences through exposure to best practices in professional development and leadership. Organizational differences in leadership and management are explored to learn about the importance of building equitable partnerships and engaging in community-centered work. Students are also exposed to the collaborative and interdisciplinary nature of many public health programs and organizations. These discussions will center around the examination of moral issues in the field of public health, covering methodological approaches to ethical decision-making and cultural competency as public health leaders. Students will discuss how theory and concepts can be applied in practice by identifying their personal strengths, enhancing their professional development skills (networking, writing cover letters, preparing for interviews, etc.), and developing a plan for their Applied Practice Experiences. *Prerequisite: Completion of 8 units in the MPH program. Cannot be audited. Offered every year.*

633 Applied Practice Experience 0.50 units. This applied practice experience course is designed to provide students an opportunity to transition from theory to practice in public health. The student reinforces, integrates, and applies concepts, principles, and skills gained during coursework towards further developing competencies in selected areas. Students are required to complete a minimum of 150 hours of field experience in an approved public health setting under supervision from a qualified preceptor approved by the program. Students reflect on their practice experience, discuss the application of theory and concepts in practice, identify personal strengths, describe professional development opportunities, and develop a professional portfolio. Practicum/field experience hours: 150 hours. *Prerequisite: PH 630. Cannot be audited. Offered every year.*

634 Integrative Learning Experience The Integrative Learning Experience (ILE) represents the culmination of the MPH program, acting as a high-quality, written capstone project. Students will demonstrate synthesis of selected public health competencies by choosing a project demonstrating their mastery of public health in a realm that is tailored to their educational and professional objectives. Students will demonstrate communication skills through the development of a high-quality written document and presentation useful to public health stakeholders. *Prerequisite: PH 633. Cannot be audited. Offered spring semester.*

RELIGION, SPIRITUALITY, AND SOCIETY

Artistic and Humanistic Perspectives Division

Professor

Greta Austin, Chair

Tanya Erzen (On Leave Spring 2025)

Suzanne Holland (On Leave Spring 2025)

Jonathan Stockdale

Associate Professor

Sam Kigar

Ha Jung Lee (On Leave Fall 2024)

About the Department

For students seeking a socially engaged liberal arts education, the Department of Religion, Spirituality, and Society 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, as well as 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 Religion, Spirituality, and Society, the faculty provides an introduction to the academic discipline of Religion, Spirituality, and Society 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 Religion, Spirituality, and Society Major

- To develop an understanding of a range of religious traditions, including Asian and Abrahamic religions
- 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.

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.

Requirements for the Major in Religion, Spirituality, and Society (BA)

A major in Religion, Spirituality and Society consists of 9 units:

1. 1 unit in ethical thought
2. 1 unit in religious studies theory (REL 340 Imagining Religion)
3. 2 units in religious traditions:
 - 1 unit in Abrahamic religious traditions
 - 1 unit in Asian religious traditions
4. 1 unit in a 400-level REL advanced seminar
5. 4 additional elective units
6. At least 4 of the 9 total units must come from within one of the three concentrations below
 - Self, Identity and Society
 - Ethics, Health and Sexuality
 - Social Justice, Activism and Law

Notes

1. REL 495/496 counts as an elective toward the major, and not as an advanced seminar.
2. One ancillary course may be applied toward the major as an elective, with the permission of the chair. Examples of ancillary courses include: ENGL 353, GLAM 321, GLAM330, HIST 311, HIST 393, STHS 370.
3. Only grades of C (2.00) or higher count toward the major or minor.

Requirements for the Minor in Religion, Spirituality, and Society

The minor in Religion, Spirituality, and Society is five courses:

1. One course in Ethical Thought
2. One course in Abrahamic religious traditions
3. One course in Asian Religious Traditions
4. Two additional Religion, Spirituality, and Society electives

At least one of the five courses must be numbered 300 or above.

Note

Only grades of C (2.00) or higher count towards the major or minor.

Ethical Thought Courses

BIOE/REL 255 Pandemic Ethics, Laws, and Health Inequities
 BIOE/REL 272 Public Health Ethics
 CONN 318 Crime and Punishment
 GQS/REL 215 Religion and Queer Politics
 REL 222 Antisemitism and Islamophobia
 REL 265 What is Justice?
 REL 270 Religion, Activism and Social Justice
 REL 298 Reproductive Ethics
 REL 302 Ethics and the Other
 REL 456 Ethics and Postmodernity
 REL 470 Global Migrations and Lived Religions

Abrahamic Religious Traditions Courses

CONN 322 Jihad, Islamism, and Colonial Legacies
REL 201 The History and Literature of the New Testament
REL 203 Jesus and the Jesus Traditions
REL 204 Religions of the Book
REL 205 Introduction to Jewish Studies
REL 210 Comparative Christianities
REL 211 Islam in America
REL 212 Global Islam
REL 222 Antisemitism and Islamophobia
REL 260 The Apocalyptic Imagination
REL 303 Sexuality and Religion
REL 310 Christianity and Law in the West
REL 321 Sexuality & Christianity: Then and Now
REL 323 Gender and Sexuality in Muslim Societies
REL 342 Mystical Islam: Saints and Sinners on the Way of God
REL 350 Mysticism & Spirituality in Christianity
REL 363 Saints, Symbols, and Sacraments: History of Christian Traditions

Asian Religious Traditions Courses

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 335 Classical Hinduism

Concentration Option 1: Self, Identity and Society Courses

CONN 318 Crime and Punishment
CONN 322 Jihad, Islamism, and Colonial Legacies
CONN 344 Magic and Religion
REL 202 Introduction to the Study of World Religions
REL 205 Introduction to Jewish Studies
REL 208 Yoga, Psychedelics, and Mind Science
REL 211 Islam in America
REL 212 Global Islam
REL 225 New Religious Movements
REL 231 Korean Religions and Culture
REL 233 Japanese Religious Traditions
REL 234 Chinese Religious Traditions
REL 260 The Apocalyptic Imagination
REL 300 Japanimals: Power, Knowledge, and Spirituality at the Intersection of Species
REL 301 Consciousness and the Bourgeoisie
REL 302 Ethics and the Other
REL 315 Modern Jewish Thinkers
REL 332 Buddhism
REL 335 Classical Hinduism
REL 342 Mystical Islam: Saints and Sinners on the Way of God
REL 350 Mysticism & Spirituality in Christianity
REL 363 Saints, Symbols, and Sacraments: History of Christian Traditions
REL 368 Gender Matters
REL 410 Religion and Violence
REL 430 The Politics of Living and Dying
REL 440 The Body in Comparative Religions
REL 444 God in the Anthropocene

REL 460 Religious Technologies
REL 470 Global Migrations and Lived Religions

Concentration Option 2: Ethics, Health and Sexuality Courses

BIOE/REL 255 Pandemic Ethics, Laws, and Health Inequities
BIOE/REL 272 Public Health Ethics
BIOE/REL 292 Basics of Bioethics
GQS/REL 215 Religion and Queer Politics
REL 204 Religions of the Book
REL 208 Yoga, Psychedelics, and Mind Science
REL 222 Antisemitism and Islamophobia
REL 225 New Religious Movements
REL 265 What is Justice?
REL 298 Reproductive Ethics
REL 303 Sexuality and Religion
REL 307 Prisons, Gender and Education
REL 321 Sexuality & Christianity: Then and Now
REL 323 Gender and Sexuality in Muslim Societies
REL 368 Gender Matters
REL 430 The Politics of Living and Dying
REL 444 God in the Anthropocene
REL 456 Ethics and Postmodernity

Concentration Option 3: Social Justice, Activism and Law Courses

BIOE/REL 255 Pandemic Ethics, Laws, and Health Inequities
BIOE/REL 272 Public Health Ethics
CLJ 220 Introduction to Crime, Law and Justice
CLJ 370 Prison Archives and Public Memories: Researching the Incarceration of Women and Girls in Washington
CONN 318 Crime and Punishment
CONN 322 Jihad, Islamism, and Colonial Legacies
GQS/REL 215 Religion and Queer Politics
REL 202 Introduction to the Study of World Religions
REL 260 The Apocalyptic Imagination
REL 265 What is Justice?
REL 270 Religion, Activism and Social Justice
REL 298 Reproductive Ethics
REL 302 Ethics and the Other
REL 307 Prisons, Gender and Education
REL 310 Christianity and Law in the West
REL 320 Law and Religion
REL 330 Religious Freedom in the United States
REL 368 Gender Matters
REL 430 The Politics of Living and Dying
REL 444 God in the Anthropocene
REL 456 Ethics and Postmodernity
REL 470 Global Migrations and Lived Religions

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Religion, Spirituality & Society (REL)

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 occasionally.*

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 examine patterns, themes, and issues that scholars commonly encounter across world religions. We also examine how specific communities give voice to themes found within the larger world religion from which they emerge. In each case, particular attention is paid to the role of religion in social justice and salvation movements, and in the formation of individual and group identities. In addition, this course provides a setting in which to practice and develop critical thinking skills through reading, writing, reflection, and discussion. Students should come away from the course with a greater understanding of critical issues facing religious communities historically and in the world today, with a greater appreciation of the diversity of world religions within the United States, and with a grounding in influential scholarly approaches to the study of religion. *Contributes to satisfying the Knowledge, Identity, and Power 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 over-arching 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. *Offered occasionally.*

204 Religions of the Book 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. *Offered frequently.*

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. We will 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. *Offered frequently.*

208 Yoga, Psychedelics, and Mind Science This course investigates and attempts to distinguish, identify, and understand the different modes and aspects of the mind and self in yoga, meditation, psychedelics, psychology, neuroscience and philosophy in a variety of cultural contexts. The class examines the fundamental question of identity and the question, "Who am I?" Primary texts include Patanjali's Yoga Sutras, Plato's Phaedo and Symposium, Freud's metapsychological essays, Michael Pollan's How to Change Your Mind, and David Presti on the mind/brain problem. *Offered every year.*

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. *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. *Offered frequently.*

212 Global Islam This course takes historical and thematic approaches to studying the complex phenomenon (or phenomena) of Islam. Students in this course seek to understand the development of Islam over time—from the earliest communities in seventh century Arabia through the present day. The course will ask questions about the meaning of prophesy, scripture, and ritual. Additionally, the course will focus on the towering achievements of Islamic thought, including law, literature, and philosophy. Students will study all of these phenomena in their diverse lived contexts, from West Africa to Northwest China. The role of women and of gendered difference are not incidental to

this course, or relegated to a specific unit, but are central to how we will think through Islamic history. The latter half of the course will ask how the dramatic events of colonialism altered (or did not alter) the meanings, perceptions, and practices of Islam. Beyond written texts, the course will explore some of the sights and sounds that comprise Muslim life worlds. Through these issues and materials, students will get a small but well-placed window onto the manifold meanings of Islam in the lives of its practitioners. *Offered frequently.*

215 Religion and Queer Politics What has been the role of religion in lesbian, 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 LGBTQ 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. *Cross-listed as GQS/REL 215. Offered occasionally.*

222 Antisemitism and Islamophobia This course teaches students to understand Islamophobia and antisemitism as historical, social, and cultural phenomena. It takes up both local and global examples of these phenomena. As students encounter the materials about the separate and entwined histories of these two phenomena, they will be asked to reflect on the degree to which antisemitism and Islamophobia should be considered under a shared rubric or in the same course. Embedded in this question are several historical, epistemological, and political questions: are these phenomena historically linked to the degree that they should be studied together? Can these phenomena be understood to be similar enough to one another and different enough from other forms of bias, hatred, and oppression that they should be studied together? What are the political and ethical stakes of approaching these as related topics? The course puts the classroom in relationship to the world. Students will gather information about incidents of Islamophobia and antisemitism have occurred on our campus and others. They will think critically about the links between these local cases and global cases, across time. Additionally, the course asks students to assess models that institutions, individuals, and organizations have developed to address these forms of hate. Therefore, this course asks students to critically reflect on the relationship between academic knowledge and practice in anti-bias work. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

225 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. Credit will not be granted to students who have received credit for REL 325. *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. *Cannot be audited. 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. *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, Daoism, 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. *Offered frequently.*

255 Pandemic Ethics, Laws, and Health Inequities This course investigates the ethical dilemmas and health law during pandemics. It covers various ethical issues regarding health equity, prevention, containment, cure, and management. In the US, the coronavirus pandemic has exposed health inequities that are propelled by racism and structural injustice. The course explores racial health disparities and the disproportionate and devastating impacts of the Covid19 pandemic on people

of color, immigrants, and marginalized groups. It investigates how U.S. religious communities have understood the pandemic and responded to the pandemic. Writing assignments, group exercises, and a final project promote students to engage in health communication. Students examine various case studies and stories of marginalized groups by challenging many Eurocentric assumptions of mainstream bioethics today. Course topics may include race and health inequities, medical exploitation of African Americans in the US, disease stigma, vulnerabilities of essential workers, Covid19 and xenophobia, social distancing, wearing masks, stay-at-home orders, PPE shortages, disability and triage, surveillance technology governance, vaccine acceptance, immunity passports, and reopening schools and workplaces. The class design utilizes a participatory, student-centered approach to classroom learning. Course materials include films, news media, legal cases, and public health literature. *Cross-listed as BIOE/REL 255. Offered frequently.*

260 The Apocalyptic Imagination From zombies to hurricanes to the rapture, apocalyptic narratives of how the world ends and what comes after have stimulated literary and religious imaginations for over 2000 years. Often, apocalyptic stories tell us more about the conditions, social fears and anxieties in which they are produced than about any anticipated future. This course explores religious, literary, pop cultural, technological, environmental and catastrophic ideas about the apocalypse and millennium. Why are apocalyptic narratives so enduring in American culture? Why do apocalyptic movements so often employ violence to usher in the end? Finally, what kind of worlds do some forms of apocalyptic thinking imagine? Are they utopias, dystopias or both? Credit will not be granted to students who have received credit for REL 312. *Offered occasionally.*

265 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 justice theories, and examines multicultural perspectives of the long-standing religious, theological, and philosophical understanding of justice. It analyzes how social justice concepts have been applied in different cultural contexts, including nonwestern communities. Students examine different models of justice and their implications for contemporary moral issues (e.g. racism, healthcare, social welfare, 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 may include excerpts from Aristotle, Aquinas, Mill, Locke, Calvin, Kant, Rawls, Sandel, Nussbaum, Singer, Cone, Williams, Hauerwas, and Ahn. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered every year.*

270 Religion, Activism and Social Justice How does social change happen? Religious groups were central to many instances of transformative social activism like the Civil Rights movement, Feminism and Occupy Wall Street. This course addresses how religious beliefs, identities, affiliations, and practices shape social activism and justice in the United States and the world. The class examines the multiple ways that religion intersects with power and resistance with particular attention to how religion acts as a resource and identity for enacting both reformative and radical social change. The course uses history, fiction, sociology and theory to examine religion in both conservative and progressive movements including Immigrant rights, Prison Abolition, the Civil Rights movement, white supremacy past and present, suffrage and voting rights, reproductive rights, #MeToo and Black Lives Matter. Students

will have the opportunity to do oral histories of people involved in religious activism and study a movement or group in depth. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Cannot be audited. 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 cannabis, 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 as BIOE/REL 272. Cannot be audited. Offered frequently.*

292 Basics of Bioethics This course examines 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. *Cross-listed as BIOE/REL 292. Credit will not be granted for both BIOE/REL 292 and BIOE/PHIL 292. Offered every year.*

298 Reproductive Ethics This course examines various religious, cultural, legal, feminist, and ethical issues surrounding reproduction and assisted reproductive technologies. It analyzes tensions related to curtailing or enhancing fertility in the United States. The course surveys how religious beliefs, cultural contexts, and laws have influenced patients' reproductive decisions, clinicians' medical decisions, and the reproductive healthcare system. Moral issues surveyed in this course may include *Dobbs v. Jackson*, contraception, abortion, prenatal diagnosis, assisted reproduction, surrogacy, genetic engineering in assisted reproduction, reproductive justice, LGBTQ reproductive rights, and activism for inclusive reproductive health services. Students actively participate in discussion, debate, and role-playing based on assigned readings. Readings include religious texts, bioethics literature, feminist literature, film, and legal cases. *Cannot be audited. 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 sometimes-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 foreshadows 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.*

301 Consciousness and the Bourgeoisie See Connections in the Core Curriculum section of this *Bulletin* for course description.

302 Ethics and the Other See Connections in the Core Curriculum section of this *Bulletin* for course description.

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. *Cannot be audited. 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? This is an experiential learning class that combines involvement in a college program at the Washington Corrections Center for Women (WCCW) and academic classes and readings. Students read texts on the history of prisons, theories of punishment, higher education in prison, and how the intersection of race, gender and sexuality impact the experience of incarceration and education in prison. Students also participate as research partners and study hall co-learners with students at the prison in collaboration with the Freedom Education Project Puget Sound (FEPPS), a signature initiative of the University of Puget Sound. Through collaboration with FEPPS students, students in this class will gain knowledge about the challenges and benefits of the liberal arts in prison. *Satisfies the Experiential Learning Core Requirement. Contributes to satisfying the Knowledge, Identity, and Power Core 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. REL 204, 210, or 363 or HIST 102, 302, or 303 would be helpful preparation. *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 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.*

321 Sexuality & Christianity: Then and Now This course approaches the subject of sexuality in the Christian tradition by focusing on three broad periods—early Christianity, the Middle Ages, and today. Within each era, students investigate questions of virginity, chastity, marriage, and non-normative sexualities (such as homosexuality). Students enlist a diverse selection of primary and secondary sources—' theoretical and historical. Through this fascinating exploration of Christianity and sexuality, students witness a dizzying variety of ways that sexualities have been lived, accepted, utilized, and interpreted. Furthermore, students develop a richer understanding of what sexuality has meant to Christianity over the ages and why it matters so much. *Offered occasionally.*

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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered frequently.*

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 post-war 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 occasionally.*

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. Credit will not be granted to students who have received credit for REL 331. *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. *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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered fall semester.*

342 Mystical Islam: Saints and Sinners on the Way of God Traces of mystical Islam, or Sufism, fill the poetry shelves of chain bookstores. Quotes attributed to the Sufi poets Rumi and Hafiz grace tea bags, calendars, and any number of tchotchkes available at big box stores around the country. The US government has identified Sufism as the “tolerant” face of Islam and funneled millions into its promotion. But how much does any of this really say about the complex set of people, practices, and ideas called Sufism? Students in this course encounter Sufism from its earliest instantiation to today. They learn about how Sufis sought to understand and experience God. They meet Sufis who were put to death for ideas deemed to be heretical and others who led anti-colonial military struggles. They come to understand how Sufism has been central to Muslim history; and they see how it continues to be deeply resonant in the lives of devotees from India to West Africa to the contemporary United States. *Offered occasionally.*

350 Mysticism & Spirituality in Christianity 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. Prior work in religion, gender studies, comparative sociology, philosophy, or feminist political theory is helpful, as well as a facility with writing. *Offered occasionally.*

410 Religion and Violence See Connections in the Core Curriculum section of this *Bulletin* for course description.

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. *Offered occasionally.*

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. *Offered occasionally.*

444 God in the Anthropocene This course explores the relationships between conceptions of humanity, non-human nature, and religion from the vantage point of our era of climate change and environmental destruction. Proceeding from the insight that this era troubles easy notions of human separateness and superiority, students in the course ask how communities of religious practitioners and theorists understand this moment and seek to reorient human life amongst the earthlings. “Anthropocene” is a term that refers to the geological epoch marked by human domination of Earth. The term has been critiqued from a variety of scientific and non-scientific perspectives. Some have pointed out that the generic notion of “humanity” conceals the fact that not all people are equally responsible for the current crisis. Others have suggested that the term perpetuates the notion that humans are all powerful, even god-like, in their control of the environment. This course takes up these critiques, first, from the perspective of pre-modern religious texts that already destabilized the separation between humans and non-human nature. Then, it looks to how some modern theories of politics rested on theological notions of human dominion over the earth. Finally, students analyze how knowledges about environmental degradation have led people to reengage their traditions and practices towards new forms of survival and becoming. *Cannot be audited. Offered occasionally.*

450 Technology, Enchantment, and Violence The modern human is fully immersed in a seemingly immanent technological world. Although the instrumentalization of technology in forms of state and non-state violence in the modern era—including war, colonialization, concentration camps, detention centers, IEDs, and so on—cannot be denied or underestimated, the psychic violence and ontological deformation of the human through the technology of the quotidian remains undertheorized. The event, results and veiled contradictions of this quotidian technological capture remain largely mystified, unseen, and unexamined. The

seminar will investigate aspects of advanced technology’s impact on the modern and post-modern human, including the tendency toward the neutralization and depoliticization of society predicted and theorized by the political philosopher Carl Schmitt in the early twentieth century. Our investigation concludes with the question of possible modes of the ontotheological redemption of the human in a world of total technological instrumentalization. Key authors in our study include Carl Schmitt, Theodore Adorno, Walter Benjamin, Hannah Arendt, Frantz Fanon, Giorgio Agamben, Achille Mbembe, and Byung-Chul Han. *Offered occasionally.*

456 Ethics and Postmodernity This advanced seminar for Religion majors takes up the question of what place (if any) religious and social ethics has in postmodern culture. In other words, what characterizes postmodernity and what has been its effects on the discipline of ethics? Are there any prospects for a common morality given the realities of post-structuralist deconstruction? How will one determine the appropriateness of an ethic for postmodern culture? *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. *Offered occasionally.*

470 Global Migrations and Lived Religions This course examines migrations and lived religion in the era of globalization from multiple disciplinary perspectives (e.g. sociological, anthropological, ethical, historical, and theological) in both local and global locations (e.g. Seattle, Asia, Latin America). It explores lived experiences of religious beliefs and practices in the context of migrations (including immigration, internal migration, rural-urban migration). This course focuses on the “hybrid” religious forms in the postcolonial world in the interactions between religion and ethnicity, race, class, and gender. Students will analyze various religious practices in terms of the role of material culture, the engagement of community, lived ethics, and the embodied religious experience. The course materials include a range of case studies that show lived experiences of immigrant communities and indigenous communities in non-Western religious traditions. In the first half of the semester, students will learn theories and case studies. In the second half of the semester, students will apply theory, conduct their own research, analyze a case, and make an argument in speaking and writing. *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. *May be repeated for credit. Offered occasionally.*

495 Independent Study Variable credit up to 1.00 unit. 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.

May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.

496 Independent Study Variable credit up to 1.00 unit. 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. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.

SCIENCE, TECHNOLOGY, HEALTH AND SOCIETY

Social Scientific and Historical Perspectives Division

Professor

Kristin Johnson, Director

Associate Professor

Amy Fisher

Advisory Committee

Johanna Crane, Chemistry and Biochemistry

David Latimer, Physics

Ha Jung Lee, Religion, Spirituality, and Society (On Leave Fall 2024)

Benjamin Lewin, Sociology and Anthropology

Douglas Sackman, History

Justin Tiehen, Philosophy

About the Program

The Science, Technology, Health, and Society (STHS) Program offers an interdisciplinary major and minor that focuses on the history, philosophy, and sociology of science, technology, and health. STHS courses encourage students to consider how science, technology, and health are linked to all aspects of human experience, including culture, economics, politics, and religion. Given its interdisciplinary approach, faculty from more than a dozen different disciplines participate in Science, Technology, Health, and Society.

More specifically, STHS majors learn how to 1) examine the connections between social and historical processes and the development of science, technology, and medicine; 2) analyze the role of values and philosophical perspectives in shaping the development and reception of science, technology and health systems; 3) assess the role of diversity, equity, and inclusion in the study of science, technology and health systems; 4) design and execute an interdisciplinary research project; and 5) communicate their interests to a diverse audience.

STHS majors develop a strong understanding of the relationship(s) between science, technology, health, and society, which provides excellent preparation for careers in medicine, education, law, public policy, public health, science writing, 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 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.

Requirements for the Major in Science, Technology, Health, and Society (BA)

A major in Science, Technology, Health, and Society consists of 11 units:

- Two of the following foundational courses:
 - STHS 200: History of Modern Science and Technology
 - PHIL 232: Philosophy of Science
 - SOAN 250: Sociology of Science and Technology
- Electives: 5 units from the list below.

Students work with an STHS advisor to choose electives that fit their interest (for example, in Health & Medicine, Technology, the Life Sciences, etc.).

At least two of the five electives must be STHS-labeled courses. SOAN 360 and 365 may also be used to meet this requirement.
- One of the following Methods Courses: 1 unit.
 - HIST 200
 - PHIL 220, 230, or 250
 - SOAN 298 or SOAN 299
- Ancillary Courses: 2 units.

Two courses in the natural sciences, mathematics, or computer science (preferably in the same field of study).
- Capstone Course: 1 unit.

STHS 480 Senior Practicum in Science, Technology, Health, and Society Studies.

Notes

- Students must have a grade of C or higher in all courses for the major and minor.
- Students must complete at least four units of the required upper-division (300–400 level) 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 program director.

Each year, the STHS program will name a graduating major a Mott Greene Research Scholar for a distinguished senior capstone project. Each year, the program will also present one James Evans Research Award to a major in recognition of exceptional research skills. All graduating majors are eligible to be considered for Honors in the Major.

Requirements for the Minor in Science, Technology, Health and Society

A minor in Science, Technology, Health, and Society consists of 5 units:

- Two of the following foundational courses:
 - STHS 200: History of Modern Science and Technology
 - PHIL 232: Philosophy of Science
 - SOAN 250: Sociology of Science and Technology
- Three STHS-labeled Electives:
 - SOAN 360 and 365 may also be used to meet this requirement

Electives

BIOE/REL 255 Pandemic Ethics, Laws, and Health Inequities
 BIOE/REL 272 Public Health Ethics
 BIOE/REL 292 Basics of Bioethics
 BIOE/PHIL 292 Basics of Bioethics

CONN 354 Hormones, Sex, Society, & Self
CONN 357 Exploring Animal Minds
CONN 393 The Cognitive Foundations of Morality and Religion
CONN 410 Science and Economics of Climate Change
ECON 225 Environmental and Natural Resource Economics
ECON 351 Industrial Organization: Market Structures and Strategic Behavior
ENGL 348 Illness and Narrative: Discourses of Disease
ENGL 374 Writing Climate Justice
ENVP 335 Thinking About Biodiversity
GLAM 323 Sex and Gender in Ancient Greece and Rome
GLAM 339 Sci-Fi, Fantasy, and Antiquity
GQS 320 Queerly Scientific: Exploring the Influence of Identity on Scientific Knowledge Production
HIST 335 Intelligence and Espionage in Europe and the US
HIST 364 American Environmental History
IPE 389 Global Struggles Over Intellectual Property
PHIL 105 Neuroethics and Human Enhancement
PHIL 107 Philosophy of Disability
PHIL 285 Environmental Ethics
PHIL 286 Ethics, Data, and Artificial Intelligence
PHIL 333 Philosophy of Emotions
PHIL 340 Philosophy of Cognitive Science
PHIL 390 Gender and Philosophy
PSYC 325 History and Systems of Psychology
REL 298 Reproductive Ethics
SOAN 352 Critical Studies of Organizations, Work, and Management
SOAN 360 Sociology of Health and Medicine
SOAN 365 Global Health
SOAN 370 Disability, Identity, and Power
STHS 100 Apes, Angels, and Darwin
STHS 201 Alchemy, Astronomy, and Medicine before 1700
STHS 325 Natural History Museums and Society
STHS 330 Evolution and Society Since Darwin
STHS 333 Evolution and Ethics
STHS 340 Finding Order in Nature
STHS 345 Science and War in the Modern World
STHS 347 Alchemy and Chemistry: Historical Perspectives
STHS 348 Strange Realities: Physics in the 20th and 21st Centuries
STHS 354 Murder and Mayhem under the Microscope
STHS 361 Mars Exploration
STHS 366 Medicine in the United States: Historical Perspectives

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Science, Technology, Health and Society (STHS)

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. *Offered every year.*

199 Elements 0.25 activity units. This course is a 0.25-unit activity credit where students produce content for and participate in the student-run science magazine Elements. Students become familiar with approaches to popular science writing and communication. They produce novel essays and other forms of content that both engage with current events and synthesize ideas from scholarship on science and technology. Weekly meetings are required to select topics; to discuss approaches to popular science communication and editorial best practices; to promote the development of writing skills and other types of artistic content; and to manage and produce the magazine Elements. *May be repeated for credit. Pass/Fail Required. Cannot be audited. Offered every semester.*

200 History of Modern Science and Technology Students in this course analyze the history of the physical and biological sciences since 1800, paying special attention to the reciprocal relationship between scientific knowledge and social context. Beginning with the social and intellectual upheaval of the French and Haitian Revolutions, this course highlights how an historical approach can inform our understanding of the triumphs and tragedies of scientific and technological development. Subjects of the course may include creationism, natural theology, evolution, the origin and demise of the electromagnetic worldview, atomic theory, big science, and genetics. *Offered every year.*

201 Alchemy, Astronomy, and Medicine before 1700 This course focuses on the history of science, technology, and society from Antiquity to 1700 C.E. It emphasizes both the theoretical understanding of nature and the practical mastery of the technologies of settled existence. Topics include: astronomy in ancient Egypt, Mesopotamia and Greece; ancient Greek and early Chinese medicine; Islamic science in the Middle Ages; Renaissance anatomy, physiology, and natural history; and the Scientific Revolution of the seventeenth century. 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; and the interaction of science with art, religion, philosophy and political life. There are no prerequisites, but the course assumes a working knowledge of biology, chemistry, and geometry at the high school level. *Offered every other year.*

299 Science, Technology, Health, and Society in the News 0.25 activity units. This course is an activity credit where students write for and participate in STHS in the News, a student-run STHS blog. Students become familiar with the approach and style of academic blog writing, producing essays with novel content that both engage with current events related to science and technology and synthesize ideas from STHS scholarship. Weekly meetings are required to select topics, discuss STHS, promote the development of writing skills, and manage STHS in the News. *Prerequisite: At least one STHS course. May be repeated for credit. Pass/Fail Required.*

300 STEM, Society, and Justice 0.25 units. 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. *May be repeated for credit. Pass/Fail Required.*

318 Science and Gender See Connections in the Core Curriculum section of this *Bulletin* for course description.

325 Natural History Museums and Society This class examines the history of natural history museums. Drawing on the resources and history of Puget Sound's natural history museum, the course is guided by the following questions: How have natural history museums influenced the history of biology? What alternative ways of knowing have historically been excluded from museums as sites of knowledge production? How have debates about human origins and diversity played out in museum settings and to what end? How and why are museums changing as both science and society change, from serving as sites for environmental education to tracking human impacts on the environment? Key topics include the role of museums in racializing human variation, the close relationship between imperialism and natural history, the important role natural history museums played in inspiring Darwin and Wallace's theories of evolution, and recent efforts by museums around the globe to contribute to biodiversity conservation while wrestling with the problematic legacies of their pasts. *Offered every other year.*

330 Evolution and Society Since Darwin See Connections in the Core Curriculum section of this *Bulletin* for course description.

333 Evolution and Ethics See Connections in the Core Curriculum section of this *Bulletin* for course description.

340 Finding Order in Nature See Connections in the Core Curriculum section of this *Bulletin* for course description.

345 Science and War in the Modern World See Connections in the Core Curriculum section of this *Bulletin* for course description.

347 Alchemy and Chemistry: Historical Perspectives See Connections in the Core Curriculum section of this *Bulletin* for course description.

348 Strange Realities: Physics in the 20th and 21st Centuries See Connections in the Core Curriculum section of this *Bulletin* for course description.

352 Memory in a Social Context See Connections in the Core Curriculum section of this *Bulletin* for course description.

354 Murder and Mayhem under the Microscope See Connections in the Core Curriculum section of this *Bulletin* for course description.

361 Mars Exploration See Connections in the Core Curriculum section of this *Bulletin* for course description.

366 Medicine in the United States: Historical Perspectives This course surveys the history of medicine in the United States, guided by the following questions: How and why did a particular way of understanding the body, health, and medicine become established as "scientific medicine" in the U.S.? What role have alternative understandings of health and disease played in challenging the status and assumptions of biomedical approaches? How has "progress in medicine" been defined, by whom, and for whom? What political, social, and cultural histories are needed to understand both historical and present-day health inequities in healthcare? How do we develop a narrative of the past that acknowledges both the historical triumphs and tragedies of the U.S. healthcare and medical system and why should we try? How can studying this history improve medical practice, institutions, and education, including provider-patient relationships? *Offered every year.*

480 Senior Practicum in Science, Technology, Health, and Society Studies In this experiential-learning course, students work individually or collaboratively to better understand a real-world interdisciplinary problem. As the capstone experience for the STHS major, students will conduct detailed research to produce a final project appropriate to their academic and co-curricular interests, e.g., writing a substantive paper, creating a web exhibit, or designing a syllabus. *Prerequisite: Permission of the STS Director. Cannot be audited. Offered every year.*

495 Independent Study Variable credit up to 1.00 unit. Research under the close supervision of a faculty member on a topic agreed upon. Application and proposal to be submitted to the department chair and faculty research advisor. Recommended for majors prior to the senior research semester. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *Prerequisite: Junior or senior standing, 2.5 GPA, ability to complete 120 hours at internship site, approval of the CES internship coordinator, and completion of learning agreement. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

SOCIOLOGY AND ANTHROPOLOGY

Social Scientific and Historical Perspectives Division

Professor

Richard Anderson-Connolly
Gareth Barkin
Monica DeHart
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Benjamin Lewin, Chair
Jennifer Utrata

Associate Professor

Yu Luo (On Leave 2024-2025)
Jason Struna

About the Department

Sociology and anthropology are related disciplines that help us understand cultural patterns, social processes, and human behavior. Sociology challenges us to connect individual and personal concerns to broader, collective issues by understanding complex norms and varied social structures. Anthropology challenges us to engage cultural difference and reflect on human diversity across the globe, learning to make the strange familiar and the familiar strange. Join us in the critical study of human culture and society and build a greater understanding of the

beliefs, constructs, and worldviews that shape diverse cultures and institutions.

Courses in the Department of Sociology and Anthropology examine a wide variety of fields and topics, including inequality, education, development, health and healthcare, media and technology, gender, sexuality, race and ethnicity, kinship and families, deviance, labor and work, and urban phenomena. A global approach allows students to investigate these topics not only in the U.S. but also in Europe, East, Southeast, and South Asia, Latin America, and the Arab world.

Our faculty take an interdisciplinary, collaborative approach to studying the social world, emphasizing a range of theoretical perspectives and a toolkit of qualitative and quantitative methods that allow students to critically explore their own interests.

Sociology & Anthropology students receive in-depth, experiential, and immersive exposure to many facets of human culture and society, while developing an array of social research skills that contribute to success in a broad range of careers.

Student Learning Objectives

Upon completion of their Sociology & Anthropology major, students will be able to:

- Apply sociological and anthropological theory and concepts to analyze social phenomena through their coursework, culminating in their senior thesis work.
- Develop cross-cultural understanding of the practices and perspectives that distinguish us from—and connect us to—others across the global landscape.
- Conceptualize, design and conduct field-based, independent research through departmental coursework.
- Gather original social data using rigorous qualitative and quantitative approaches.
- Assess the quality, reliability, and validity of empirical data and interpret its implications.
- Express themselves clearly and persuasively in writing and in 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 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.

Requirements for the Major in Sociology and Anthropology (BA)

The major in Sociology and Anthropology consists of ten courses:

1. Required Courses: 101, 102, 295 or 296, 298, 299, and 490.
2. Elective Courses: Four courses in Sociology and Anthropology, two of which must be at the 300-level or above. (CONN 335 or 480 can each be used as one of the 295-level or above electives.)

Students may complete either the year-long thesis (SOAN 490 and 491) or the one-semester thesis (SOAN 490). SOAN 490 is a prerequisite for SOAN 491. SOAN 491 counts as an upper-division elective.

There is no limit on the number of university core requirements that students may complete through Sociology and Anthropology offerings.

Requirements for the Minor in Sociology and Anthropology

A minor in Sociology and Anthropology consists of five courses:

101, 102, and three electives, two of which must be numbered 295 or higher. (CONN 335 or 480 can each be used as one of the 295-level or above electives.)

Notes for the major and minor

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.

Electives

*In addition to elective SOAN courses, the following count as electives for the SOAN major and minor:

CONN 335 Race and Multiculturalism in the American Context
CONN 395 China and Latin America: A New Era of Transpacific Relations
CONN 397 Migration and the Global City
CONN 480 Informed Seeing
GLAM 280 Introduction to Mediterranean Archaeology
IPE/SOAN 323 The Political, Economic, and Social Context of International Tourism
IPE/SOAN 407 Political Ecology
MUS 234 Introduction to Ethnomusicology
MUS 321 Music of South Asia
MUS 322 Dance in World Cultures
MUS 323 Performing Asian America

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Sociology and Anthropology (SOAN)

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. *Contributes to satisfying the Knowledge, Identity, and Power Core 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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement.*

202 Families in Society This course challenges students to learn to ‘see’ families sociologically and to think critically and comparatively about the family as an ideological construct and 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. *Offered frequently.*

205 Heritage of Asia: Nature, Culture, and the Politics of the Past This course aims to enable students to acquire a critical understanding of the theories and practices of heritage by scrutinizing the ideas of “heritage” and its formation in recent decades. We will critically engage the definition of heritage with reference to policies and treaties set up by international organizations like UNESCO and state governments. Addressing heritage both as an academic discipline and as a professional field, the course examines how the ideas of heritage—oftentimes Eurocentric—are interpreted, contested, and put into practice in various Asian countries. We will consider what are identified as natural and cultural heritage, as well as the tangible and intangible aspects of heritage, while critiquing the divide between natural/cultural and tangible/intangible. Key themes relating to heritage will be introduced through case studies on scenic sites, historical landmarks, agricultural landscapes, oral traditions, food and cuisine, and digital heritage. The course will engage in current debates about the ownership and authenticity of heritage, by taking into account the negotiations of cultural memories and identities, economic resources, and political struggles at the local, national, and global level. We will work towards developing a comparative framework for understanding natural and cultural heritage not only in Asia but also around the world. *Cannot be audited. Offered every year.*

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. *Cannot be audited. Offered frequently.*

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 field-based experiential component that requires students to explore the themes they encounter over the semester in the urban context of Tacoma. *Satisfies the Experiential Learning Core Requirement. Offered frequently.*

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 U.S. 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 and 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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

220 Inequality in Malaysia and Singapore This course is designed to engage students in a critical examination of select issues associated with social stratification in Singapore and Malaysia. Specifically, it examines the themes of identity and culture within the context of the broader dynamics of systematic inequality in these two neighboring countries have very intertwined histories and cultures, but yet are distinct from one another. Through various readings, discussions, lectures, and on-site engagement, the course delves into specific issues such as

race, class, gender, and religious fault lines that enable students to (1) become more engaged with the lived experiences of Singaporeans and Malaysians; and (2) develop a more sociologically informed and nuanced understanding of how the aforementioned key components of stratification in these societies shape the lives of its people and institutions. *Prerequisite: Acceptance into the PacRim program. Cannot be audited. Offered occasionally.*

222 Culture and Society of Southeast Asia This course explores lived culture in Southeast Asia with a focus on the themes of power and inequality, gender and sexuality, race and ethnicity, humans and the environment, as well as religion and syncretism. Described as the crossroads of influences from East and South Asia to Europe and beyond, Southeast Asia is one of the most diverse and fascinating regions of the world. The course includes case studies from throughout the region, with a focus on Indonesia. Students begin by working through the prehistory and initial migration to the area, but focus on contemporary themes related to the peoples, cultures, political economies, and representational practices surrounding the region. In addition to providing a cultural overview of the region, this course critically examines sociocultural change that has occurred in Southeast Asia in recent decades. Spurred by new media and communications technologies, environmental challenges, globalized supply chains, volatile international politics, shifting social norms, and new approaches to religious practice, Southeast Asia is experiencing a rapid transformation. Taking an anthropological approach to understanding these themes and foci, students will read and discuss ethnographic work as well as scholarship from a range of disciplines that explores both the background and contemporary manifestations of these cultural shifts. *Prerequisite: SOAN 102 recommended. Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Cannot be audited. Offered occasionally.*

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 socio-cultural 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. *Offered occasionally.*

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 examines major social movements in terms of their forms, aims, and implications, as well as the research and theories deployed to make sense of them. In particular it explores these movements’ recruitment and organizational tactics, resource mobilization, strategy, and effects on public policy. It also analyzes their relation to political institutions, socioeconomic structures, and cultural formations, including mass media and official agencies. The course will focus on select movements which may include civil rights, feminist, environmental, labor, right-wing, and postcolonial/Global South politics. *Offered occasionally.*

250 Sociology of Science and Technology This course examines the sociological dimensions of science and technology. In particular, it focuses on: understanding the social construction of scientific and technological knowledge; exploring the main sociological theories of science and technology; understanding how social inequalities are connected to the processes of scientific discovery and technological innovation; thinking critically about concepts like truth, facts, and nature; and seeing how sociological analysis can inform our understanding of the connection between science and technology and social policies and cultural values. *Offered every year.*

275 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: SOAN 102 recommended. Offered every other year.*

280 Archaeological Foundations 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 discuss specific archaeological sites in their historical, social, anthropological, economic, religious, and architectural contexts. 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 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. The course will shift in its regional and historical foci, including an introduction to classical archaeology of the ancient Mediterranean world. Students thus gain an appreciation of the complexities of present-day archaeological research and both the benefits and limitations of the role of archaeology in creating our images of the past. *Prerequisite: Students who have received credit for GLAM 280 may not receive credit for this course. Cannot be audited. Offered every other year.*

284 Historical Archaeology: From Decolonization to Heritage Politics Past societies are often divided into “prehistoric” and “historic” based on the existence of ties with Western culture. Following this dichotomy, archaeology has long contributed to a Colonialist perspective of selective literacy. In attempt to deconstruct said tendency,

this course explores the multiplicity of circumstances in which archaeologists study a past for which historical records exist. The course encompasses ancient societies with hieroglyphic systems of writing, the Near East as the center of biblical archaeology, as well as recent historical periods of the Western nations themselves. For each study region or period, students examine the nature and biases characterizing available written records and explore the ways in which archaeological approaches have created complementary datasets that allow for a more holistic understanding of past societies. This set of comparisons on a global level lays the groundwork for the conceptualization of material culture as an author of its own history even when documents are readily available. As the course modules approach the present—covering Slavery, the Industrialization, as well as poverty and migration in the 21st century—discussions increasingly contribute to a comprehensive reflection upon some of the societal problems of today. In this context, the course concludes with an acknowledgment of both the difficulties and potential of heritage stewardship and education. *Cannot be audited. Offered occasionally.*

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 theories of gender and race, symbolic interactionism, and postmodernism. *Prerequisite: SOAN 101 or 102 or permission of the instructor. Offered spring semester.*

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 learn to grapple theoretically with contemporary problems and articulate their thoughts on them in terms of relevant anthropological theorists. 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 permission of the instructor. Offered fall semester.*

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. *Prerequisite: SOAN 101 or 102 or permission of the instructor.*

299 Ethnographic Methods Ethnography is the study of human cultures. Ethnographic methods are the constellation of research tools 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. *Prerequisite: SOAN 101 or 102 or permission of the instructor. Satisfies the Experiential Learning Core Requirement.*

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. *Prerequisite: SOAN 101 or 102 or permission of the instructor. Credit will not be granted to students who have received credit for SOAN 320. Offered occasionally.*

304 Gender and Sexuality in Japan This course uses a sociological framework to examine gender and sexuality in contemporary Japan. Students are introduced to theoretical frameworks that underpin the study of gender and sexuality and apply those frameworks to the case of Japanese society. Using a culturally relativistic lens, students critically examine the following aspects of Japanese society: the social construction and representation of feminine and masculine gender and sexuality, both normative and otherwise; recent changes in the sexual landscape and the fluidity of both gender and sexual identities across time and space; changing patterns in intimate relationships and the social forces driving these trends; the commodification of gender performances; and feminist perspectives and debates. *Cannot be audited.*

305 Heritage Languages and Language Policies Anthropological linguistics asks questions central to both disciplines: What is human language? Why is a person's or an ethnic group's particular language or language variety often such an important part of their identity? When a particular language becomes “lost” or “threatened,” what happens to the semantic worlds (not just the words, but the linked insights and wisdom) that used to be encoded in those now no longer heard or spoken phrases and styles of discourse? In nations with purportedly “one unifying language,” mastery of, for example, “Mandarin” Chinese, Russian, Hindi, or certain dialects of English and Spanish are often seen, especially by “gatekeepers” in those societies, as necessary for upward social mobility. How does this impact the life-chances of the native speakers of those other languages or languages varieties (indigenous languages, dialects, creoles, pidgins) spoken there which are less valorized? Conversely, when speakers of “small,” “endangered” languages (e.g. Yiddish, Gullah, Basque, Lushootseed, Welsh) organize to revitalize their linguistic heritage, how might “success” here best be judged? How does anthropological linguistics try to explore such questions? How might such concerns about language policies impact the domains of education, the juridical system, and popular imagination? This course will address these and other such issues vital to efforts to keep heritage languages vibrantly alive while also sustaining linguistic pluralism, linguistic rights, and linguistic justice. *Offered occasionally.*

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. *Offered occasionally.*

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. Offered occasionally.*

309 Anthropology of China: Contemporary Cultural and Social Issues This course aims to engage students in an informed and critical study of contemporary China. Focusing on the historical continuity of Chinese society as well as its breaking away from tradition in the post-1949 era, the course encourages students to reflect on China's social transformations over the past seven decades from an anthropological perspective. Key topics include: 1) historical and sociocultural institutions (Chinese kinship, gender and marriage, popular religion and rituals, language and arts); 2) socialist transformations and aftermath (rural and urban transformations, socialist revolution, and the post-Mao reforms); and 3) China's global engagements (environment and development, media and young citizenship, and contested sociopolitical spaces). This course highlights the necessity of an interdisciplinary approach to the understanding of Chinese culture and society, as it draws from materials in other disciplines and beyond academia (such as journalism and documentary film) to supplement ethnographic readings on contemporary China. *Prerequisite: One SOAN or Asian Studies course, or permission of instructor. Cannot be audited.*

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. *Offered occasionally.*

312 Indonesia and Southeast Asia in Cultural Context This course provides an anthropological overview of Southeast Asia, one of the most diverse and fascinating regions of the world, with a focus and required field component in Indonesia. Because of the Indonesia trip, the course requires an application and students are responsible for some expenses, including airfare. As a survey of Southeast Asian cultural groups and histories from an ethnographic perspective, the course begins on campus, but finishes in Yogyakarta, Central Java'a city often described as the cultural heart of Indonesia, and the country's center of higher education. In the first section of the class students investigate the prehistory, archaeology, and initial migration to the region. Students then examine the origins of agriculture and the development of complex state societies, and the influence of world religions (Hinduism, Buddhism, and particularly Islam) in the cultural development of SE Asia. Students then look at case studies of 'indigenous' peoples in the region. Students also explore the economic and cultural impact of European colonialism and the response of SE Asian people to the European presence, as well as the post-colonial period of nation building. The final section of the course is more geographically focused, and looks at the cultural component of many important issues in modern day Indonesia, including environmental decline and deforestation, the impact of globalization and industrialization, the problems of ethnic and religious minorities, and human rights concerns. Students develop individual research projects that incorporate both library research and ethnographic fieldwork while in Indonesia. The Indonesia portion of the course lasts approximately 18 days, beginning shortly after the semester ends, and features an immersive stay at a local university including language instruction, guest lectures by Indonesian scholars, trips to cultural and historic sites, ethnographic projects, a multi-night stay in a rural village, and potential trips to Bali or other neighboring islands. Puget Sound students stay in the dorms alongside Indonesian students, some of whom sit in on class sessions and help introduce the visitors to their culture and lifestyle through group activities. Two faculty members accompany the group, and course meetings continue abroad, while taking advantage of the Indonesian setting with ethnographic assignments and individualized research projects developed prior to departure. The course is limited to 10-12 students and requires an application and instructor permission. There are fees related to the trip, including the plane ticket. Contact the course instructor for more information. NOTE: This course will require an 18-day field component in Indonesia, and will require students to pay their own airfare, as well as other potential program fees. Applications will be accepted from all students who have met the prerequisite of SOAN 200 (Cultural Anthropology), and a panel of two faculty members (the instructor and one other member from SOAN 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. *Prerequisite: SOAN 102, application, and permission of the instructor. Cannot be taken Credit/No Credit. Offered occasionally.*

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 frequently.*

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 102, 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. *Offered spring semester.*

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 examines 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.*

320 Living in America: Societal Crisis and Imperial Decline This course grounds an understanding of many of our social and cultural conflicts within two dominant systems: First, a political-economy that has operated largely in the interests of the elite and thereby produced a level of economic inequality not seen in the United States in at least a century; second, an American empire that, despite continuing displays of force and the stationing of troops across the globe, is showing clear signs of overreach and decline. Beyond manifestations of coercive power, the course explores the system of propaganda and disinformation that seeks to maintain legitimacy and consent. What does it mean for the individual to live in times of such strain? How do these conditions interact with a cultural system that increasingly puts Americans into hostile camps divided by politics, race, gender, education, generation, location, and other factors? In short, a major concern of the course is with what Martin Luther King, Jr. referred to as the “Three Evils”: racism, materialism (especially poverty and exploitation), and militarism. But just as MLK Jr. did not call for despair, we recognize that resistance is not futile, and the course explores a vision for a hopeful future based on social movements and social change. Credit will not be granted to students who have received credit for SOAN 301.

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 as IPE/SOAN 323. Cross-listed as IPE/SOAN 323. Offered occasionally.*

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.*

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 mortality in the United States; 4) the roles that patients, physicians, and other players enact in the context of healthcare settings; and 5) the socialization and organization of health care professionals. *Cannot be taken Credit/No Credit. Offered frequently.*

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 nonprofits in global health. *Cannot be taken Credit/No Credit. Offered frequently.*

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. *Contributes to satisfying the Knowledge, Identity, and Power Core Requirement. Offered occasionally.*

377 American Society, American Culture Utilizing key aspects of the ethnographic approach and methodology, and complemented with a constellation of interdisciplinary scholarly material tethered to anthropology, this course turns the ethnographic lens on the recent American past. Through a sequential trajectory comprising student-led explorations of American cultural ephemera, students assemble an analytic and empirically-grounded understanding of the evolving American zeitgeist in the decades preceding the postmodern and neoliberal turn. In the

second half of the course, students consider a series of lectures and readings that illuminate America’s paradigmatic immersion in the post-modern turn, and coincidentally, the extrapolation of the social, political, and economic relations endemic to neoliberalism and the neoliberal era. In the final segment of the course, students peruse a rotating set of theoretically adept materials that seek to explain the American present, and subsequently evaluate these various frameworks based on the understandings of the recent American past they’ve now assembled. *Prerequisite: SOAN 102 or permission of instructor.*

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. *Offered occasionally.*

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. *Offered occasionally.*

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 in this course 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. *Cross-listed as IPE/SOAN 407. 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. *Offered occasionally.*

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 is 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 investigate a social-scientific research question. Much of the work is done independently while under the supervision of the thesis instructor. In addition to the written report, students also give a public presentation of their thesis. *Prerequisite: SOAN 101, 102, 295 or 296, 298, and 299. Instructor permission required. Cannot be audited. Offered fall semester.*

491 Senior Research Seminar This course is an optional continuation of SOAN 490, Senior Thesis, for students interested in gathering additional and primary empirical data. Working from their proposed research question from SOAN 490, students must propose a research design, gather and analyze data, and use the results to answer their research question. *Prerequisite: SOAN 490. Cannot be audited. Offered spring semester.*

494 Research Assistantship Variable credit up to 0.50 units. 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. *Prerequisite: SOAN 101 and 102 and permission of instructor. May be repeated for credit up to 0.50 units. Pass/Fail Required.*

495 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior standing, a contract with the supervising professor,*

and departmental approval. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.

496 Independent Study Variable credit up to 1.00 unit. 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. *Prerequisite: Junior standing, a contract with the supervising professor, and departmental approval. May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

497 Internship Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *Prerequisite: Junior or senior standing, 2.5 GPA, ability to complete 120 hours at internship site, approval of the CES internship coordinator, and completion of learning agreement. May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

498 Internship Seminar Variable credit up to 1.00 unit. This scheduled weekly interdisciplinary 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 co-operative education credit, may be applied to an undergraduate degree. *May be repeated for credit up to 2.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

SPANISH

Students interested in a major or minor in Spanish should consult the Hispanic Studies section in this *Bulletin*.

SPECIAL INTERDISCIPLINARY MAJOR

About the Program

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.

Special Interdisciplinary Major

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.

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.

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 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.

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Special Interdisciplinary Maj (SIM)

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. *May be repeated for credit. Cannot be taken Credit/No Credit.*

STUDENT AFFAIRS

Course Offerings

Unless otherwise specified, each course carries 1 unit of credit and is offered at least once each academic year. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Division of Student Affairs (STAF)

101 Introduction to Journalism 0.25 activity units. 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. *Pass/Fail Required.*

102 Leadership Foundations 0.25 units. This course prepares students to be engaged and active leaders on campus and beyond. The course serves as a foundation for leadership roles within the Division of Student Affairs and is required or highly recommended for various leadership roles within division, including, but not limited to Passages Leaders, Resident Assistants, Puget Sound Outdoors Leaders, etc. It serves as an introduction to a variety of leadership development models and helps students explore how to implement leadership skills and strategies employed by these models. For students already serving in leadership roles, this course bridges the gap between theory and practice by creating space for students to reflect on their leadership experiences, identify areas of growth, and learn from their own case studies and those of their peers. *Prerequisite: Permission of the instructor. Pass/Fail Required. Offered spring semester.*

103 Leadership Development 0.25 units. This course prepares students to be engaged and active leaders on campus and beyond. The course serves as a foundation for leadership roles within the Division of Student Affairs and is the second course in a two-course series required or highly recommended for various leadership roles within Student Affairs. It serves to deepen students' understanding of a variety of leadership development models and helps students explore how to implement leadership skills and strategies employed by these models. For students already serving in leadership roles, this course bridges the gap between theory and practice by creating space for students to reflect on their leadership experiences, identify areas of growth, and learn from their own case studies and those of their peers. *Prerequisite: STAF 102. Pass/Fail Required. Offered every year.*

104 Foundations and Applications of Outdoor Leadership 0.25 activity units. This course prepares students to be active engaged leaders within Puget Sound Outdoors, Passages, and beyond. Students attend weekly classes and participate in four field sessions focused on developing the technical, interpersonal, and judgment skills to lead groups in a wilderness environment. The course culminates in a capstone field session following commencement weekend where students apply knowledge learned from the semester. Enrollment is restricted to students who will lead for the Puget Sound Outdoors and Passages programs. *Prerequisite: Permission of the instructor.*

150 Posse Workshop 0.25 activity units. 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. *Cross-listed as STAF 150/151. May be repeated for credit up to 2 times. Pass/Fail Required.*

151 Posse Workshop 0.25 activity units. 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. *Cross-listed as STAF 150/151. May be repeated for credit up to 2 times. Pass/Fail Required.*

200 Access Cohort Workshop 0.25 activity units. This course engages Access Cohort members (those who have received the Access Cohort scholarship) in programming focused on college transition, career development, and academic strategies, as well as individualized support with Access Cohort faculty mentors. Enrollment is restricted to students in the Access Cohort. *Prerequisite: Restricted to students in the first two years of the Access Cohort program. Permission of instructor required. May be repeated for credit. Pass/Fail Required. Cannot be audited.*

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

250 Posse Workshop 0.25 activity units. 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. *Cross-listed as STAF 250/251. May be repeated for credit up to 2 times. Pass/Fail Required.*

251 Posse Workshop 0.25 activity units. 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. *Cross-listed as STAF 250/251. May be repeated for credit up to 2 times. Pass/Fail Required.*

STUDY ABROAD

About the Program

Mission

The University of Puget Sound recognizes the importance of intercultural understanding in the liberal arts education and offers study abroad programs in many locations worldwide. In accordance with the mission of the university to encourage an appreciation of commonality and difference, Study Abroad 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, program providers, and partner institutions. Visit the Office of 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).

THEATRE ARTS

Artistic and Humanistic Perspectives Division

Professor

Sara Freeman (On Leave Spring 2025)

Associate Professor

Jess K Smith, Chair
Wind Woods

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, the formation of a dramaturgical sensibility, and an emphasis on the total artist. Majors, minors, and non-majors develop skills and connect insights in acting, directing, design, production, dramaturgy, research, and writing throughout their coursework. For majors, their studies culminate in thesis projects presented as part of the annual Senior Theatre Festival. Through participation in student- and faculty- directed productions, students ground their study of theatre in rehearsal, pre-production, and performance. Department productions provide all students regardless of major or class standing the opportunity to participate in theatre making and offer the university and local community the experience of 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 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 and 491 classes, the senior class reads extensively, selects 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. Moreover, students who intend to direct or stage manage for STF are required to attend at least two production meetings of a faculty-directed show.

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.

Requirements for the Major in Theatre Arts (BA)

Completion of the following 10 units: THTR 215; 217; one unit of 250, 252, 254, or 256; 300 or 310; 313; 317; 323 or 325; 371; 373; 490; and 491. All majors are expected to participate in at least one faculty-directed production over their four years (either for a 291 activity credit or not).

Although an elective is not required for the major, students are strongly encouraged to take courses in the departments of Music, English, Art and Art History, African American Studies, Business and Leadership, Classics, and Psychology to supplement their knowledge of dramatic literature, visual culture, and collaborative practice. In particular, BUS 380 focuses directly upon Arts Entrepreneurship.

Requirements for the Minor in Theatre Arts

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.

Notes for the major and minor

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. Not all listed courses are offered every year; see individual course descriptions for notes on frequency of offering.

Theatre Arts (THTR)

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.

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 the 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 (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 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. *Contributes to satisfying the Knowledge, Identity, and Power Core 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. *Contributes to satisfying the Knowledge, Identity, and Power Core 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 units. Student participation in acting, scenery construction, lighting, costuming, and properties for a departmental production. *May be repeated for credit. Pass/Fail Required.*

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. Students must also register for the THTR 300 lab. *Prerequisite: THTR 215. 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. *Students must also register for the THTR 310 lab. Prerequisite: THTR 215. 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 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 one act plays and scenes for the public. *Prerequisite: Theatre Major or permission of the instructor. Satisfies the Experiential Learning Core Requirement.*

317 Scene Design A study of the history of architecture and interior design is combined with an exploration of techniques and styles of rendering and model construction. Contemporary theory and criticism within the field of scenography, methods of research, and play analysis are examined as tools for developing valid and original designs for the theatre. *Prerequisite: THTR 217.*

319 Costume Design The theory and fundamentals of costume design with practical application through rendering designs for specific characters in assigned plays are discussed. A general overview of costume history, period pattern drafting, and costume construction are examined.

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. Prerequisite: THTR 200 or 215 and permission of the instructor. May be repeated for credit up to 4 times.*

325 Dramatic Writing for the Screen and Stage The course introduces students to the art and craft of screenwriting and 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 revisions of this material, as well as the completion and submission of a 10-minute stage or screenplay to a competition or festival. The course also involves the analysis and discussion of published and produced scripts; of conflict, suspense, characterization, plot, and other elements of dramatic writing; and of writing with actors, directors, producers, dramaturgs, and theatre/screen audiences in mind. Central to the class is a Creation Journal where students will collect ideas, reflect on readings, develop their voices, and complete writing exercises. *Prerequisite: ENGL 220 and either 227 or 228. Offered frequently.*

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. *Prerequisite: THTR 200, 250, 252, 254, or 256. Offered fall semester.*

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. *Prerequisite: THTR 200, 250, 252, 254, or 256. Offered spring semester.*

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 1 0.50 units. Majors in Theatre Arts read, evaluate, and propose plays to produce for an annual spring festival of full-length plays in which each student will undertake a supervised project in their main area of interest. This could include dramaturgy, design, acting, or directing. The exact nature of the project varies but involves the extensive reading of plays, research, deep collaboration, and the public presentation of the student's work. Students must also enroll in THTR 491 in the spring. *Prerequisite: This class is only for Theatre Arts majors who are seniors. Cannot be audited. Cannot be taken Credit/No Credit. Offered fall semester.*

491 Senior Theatre Festival 2 0.50 units. The second part of the Senior Theatre Festival series in which majors build from the work done in THTR 490 to collaboratively produce and promote a festival of full-length plays. In the festival, each student will undertake a supervised project in their main area of interest (dramaturgy, design, acting, or directing) as their thesis. Concurrent to their work on the Senior Theatre Festival, each student will conduct informational interviews and create a professional portfolio showcasing their development as an artist and scholar over their time at Puget Sound, culminating in a presentation to

the Theatre Arts faculty. Students must have completed THTR 490 in the fall before enrolling in this class. *Prerequisite: Senior Theatre Arts major, THTR 490. Cannot be audited. Offered spring semester.*

495 Independent Study Variable credit up to 1.00 unit. 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. *May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.*

496 Independent Study Variable credit up to 1.00 unit. 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.

May be repeated for credit up to 4.00 units. Cannot be audited. Cannot be taken Credit/No Credit.

498 Internship Seminar Students who enroll in this course work with a faculty member in the Theatre Arts department to develop an individualized learning plan that connects the actual internship site experience to study in the major. The learning plan will include required reading, writing assignments, as well as a culminating project or paper. *Prerequisite: Approval of Tutorial professor and the Internship Coordinator. May be repeated for credit. Cannot be audited. Cannot be taken Credit/No Credit.*



Academic and Administrative Policies

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 available through myPugetSound. The report summarizes and details student academic progress through each requirement for graduation. Students should keep in mind the following:

Students are responsible for understanding and complying with academic policies and requirements.

Students are responsible for reviewing the Academic Requirements Report during the advising session prior to registration each term, as well as 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 cooperative education course during a semester; or enrolled in a .50-unit cooperative 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

An academic overload is 5 units or more. A student should consult with their academic advisor when considering an overload. The full-time tuition rate applies to undergraduate students enrolled in 3 to 4.75 units. Enrollment exceeding 4.75 total units will incur a tuition overload based on the per-unit tuition rate.

Summer Term

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.
5. OTD students enrolled in OT 730 and 781 are considered half-time in the summer term.
6. MSOT students enrolled in OT 630 and OT 653 are considered half-time in the summer term.
7. 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 summer term.

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 term may be enrolled full-time (2.00 or more units);

half-time (between 1.00 and 2.00 units); or less than half-time (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 prerequisites 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 first-year students. 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 and may not accept 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.

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 seven-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, instructors, department chairs, and academic advisors through myPugetSound.

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 letter 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.

Letter Grade	Grade Points
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
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:

- A semester grade point average of 3.70 or higher.
- 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.
- Earn at least 3.00 units of academic credit with a letter grade (A through D-).
- 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 with a temporary grade of in-progress or incomplete, no reference to the temporary grade remains on the transcript after the permanent grade is awarded.

Grades to Parents or Guardians

In compliance with the Family Educational Rights and Privacy Act, students' grades are not automatically provided to parents or guardians. A student who wishes parents or guardians 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 select 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:

- University Core requirements
- Major/Minor degree requirements
- Language graduation requirement
- Divisional requirements
- KNOW requirement
- 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 term. 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 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

Auditing a course requires instructor approval, and a number of courses have been designated as unavailable for audit. This list varies semester to semester, and potential auditors should reach out to the course instructor directly for additional information on auditing. The following course types are never available for auditing:

- Any 100-level Connections course or Critical Conversations 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
- Music courses
- Any course numbered 495, 496, 497, 498, 499, 695, 696, 697, 698, or 699
- A number of additional courses

Withdrawal Grades

A student may drop without record from a course through the first ten days of the fall and spring semesters. Following this period, a W will be assigned through the twelfth week of classes. Starting in week thirteen, students are expected to finish the course with the grade assigned by the instructor or, under exceptional circumstances, to request an Incomplete (see Incomplete policy below).

During a summer session, students may drop without record during the first week of classes. Following this period, a W will be assigned through the fifth week of class for sessions 1 and 2 and session A, and through the ninth week of class for full session classes. Starting in week six of sessions 1, 2, and A and week ten of full session, students are expected to finish the course with the grade assigned by the instructor or, under exceptional circumstances, to request an Incomplete (see Incomplete policy below).

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, the student is repeating that course under the terms of the policy titled "Repeating a 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 withdraw that student. See the sections titled "Registration and Attendance/Participation," "Non-attendance," and "Withdrawal From a Course/Withdrawal From the University."

Students who withdraw from all courses in a given semester must petition the Registrar for re-enrollment to the university.

Medical Withdrawal Policy

A medical withdrawal from all courses may be an appropriate response to a medical or psychological condition that prevents a student from completing the semester's work. Staff members in the Office of the Dean of Students and Counseling, Health, and Wellness Services (CHWS) assist students with this process.

Before petitioning for a medical withdrawal, a student should consult with the Office of Student Financial Services regarding financial aid. In order to seek a medical withdrawal, the student must submit a complete medical withdrawal petition by the last day of final exam week.

The following documents comprise a complete medical withdrawal petition:

1. Medical Withdrawal Petition form
2. Medical Withdrawal Personal Statement form

As part of their review, the Director of CHWS may discuss the petition with the student and/or the student's health care provider. They may also require further documentation from the student's health care provider.

After review of the petition, the Director of CHWS will forward a recommendation to the Office of the Dean of Students and the Registrar's Office. The Registrar's Office will then forward that recommendation to the Academic Standards Committee, which will make a decision. The Registrar's Office will communicate that decision to the student and Academic Advising.

If the medical withdrawal is approved, the student will receive Ws in all courses. Ws have no impact on the GPA.

A student may seek to return from medical leave for any future semester. Re-enrollment is subject to approval of a re-enrollment petition. In order to seek re-enrollment, the student must provide the Director of CHWS with the following documents (which together comprise the re-enrollment petition):

1. Petition to Re-Enroll Following Medical Leave form
2. Health Care Provider Input form, completed by the student's health care provider

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. The Director of CHWS may discuss the petition and any conditions with the student and/or health care provider as part of the Director's review.

After review of the re-enrollment petition, the Director of CHWS will forward a recommendation along with the academic section of the petition to the Registrar's Office. The Registrar's Office will then forward that recommendation to the Academic Standards Committee, which will make a decision. The Registrar's Office will communicate the decision to the student and Academic Advising.

Forms for each step of this process can be obtained from the Office of the Dean of Students.

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 emergency administrative withdrawal petition must be initiated on or before the last day of final exam week 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 Director for Student Support and the student's academic advisor.

If the emergency administrative withdrawal petition is approved, the student will receive Ws in all courses. Ws have no impact on the 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 Academic Standards Committee that includes the student's personal statement, and may include an endorsing statement from the Assistant Director for Student Support 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 may be assigned beginning in week thirteen of the fall or spring semester, or week six of a summer session. The Incomplete 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 by the last day of classes 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 and the student are 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 completed, signed contracts must be submitted to the Office of the Registrar by 11:59pm on the last day of the final examination period. Following submission of the contract, the Office of 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, CR/NC, 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 an Incomplete 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 Provost 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 through the duration of the course but not after an Incomplete has been assigned. When an In-progress grade 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.

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 part-time or visiting 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 four consecutive semesters, 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, first-year students 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.

Students initiate the process by contacting the Office of Academic Advising to discuss their concerns, plans for their time on leave, and review the re-entry process.

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 onleave 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 myPugetSound. Dates of registration for each term are listed in the Academic Calendar. Classes are subject to change due to low 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.

Questions concerning registration should be directed to the Office of the Registrar.

Waitlisting Classes

Students may waitlist up to two closed classes during registration periods prior to the start of the term. There is no waitlist option for incoming first-year students 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 myPugetSound.

As spaces become available in closed classes, the Office of the Registrar will register waitlisted students into those seats. Students will be notified when they are enrolled into a class via the waitlist. Once the semester begins, the waitlist 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 first-year students, 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. The CARE team 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 or withdraw (depending on when in the semester the limit is reached) the student from the course.

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 or withdraw the student from all registered courses and will inform the student thereof. Once dropped or withdrawn from all courses, the student is required to leave campus.

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 or withdraw the student from the course. Students wishing to appeal an administrative drop or withdrawal 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.

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. Adding a course during the add period requires instructor approval. If an instructor is not available and a deadline must be met, the department chair, the Registrar, or an Academic Dean may approve the change. Dropping a course during the drop without record period does not require instructor approval.

Late Registration

Students wishing to add a course after the add period has ended may petition the Academic Standards Committee for approval to do so. Permission of the instructor is required as part of the petition process. See the section titled "Petitions for Exceptions to University Policies."

Liability Release

Courses that entail elevated safety risks may require additional liability waivers (study abroad always requires a liability waiver). Course instructors may work with Risk Management for development and execution of any required waivers. Depending on the destination and/or activities involved, study abroad may also require an additional risk waiver or waivers prior to departure. Any required waivers that are deemed necessary will be provided through the Office of International Programs.

Failure to complete a required liability waiver may result in dismissal from a course or study abroad program.

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 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 W grade grade for a 100 level Connections course may repeat that course by taking any other

equivalent course (e.g., any other 100 level Connections course) for which the student is eligible to enroll. Similarly, a student who receives an F or W grade grade for a Critical Conversations Seminar may repeat that course by taking any other equivalent course (e.g., any other Critical Conversations Seminar) 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 languages. 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:

- Any 100 level CONN course is redundant with any SS1
- Any CCS course is redundant with any SS12
- ARTH 275 and HON 206
- BIOE 292 and SS1 150, SS12 150
- BIOL 101 and BIOL 102
- BIOL 101 or BIOL 102 and BIOL 111
- BIOL 361 and CHEM 461
- BUS 339 and BUS 439
- BUS 363 and BUS 463
- CHEM 110 and CHEM 115
- CHEM 110 or CHEM 115 and then CHEM 105

CHEM 120 and CHEM 230
CHEM 230 and CHEM 231
CHEM 461 and BIOL 361
CONN 312 and STS 388
ENVS 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 SS11 150, SS12 150
SOAN 320 and SOAN 301

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 drop 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, students 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 non-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.

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 an exception to 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 without notice 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. In addition, the university further retains the right to modify its services or change its academic or co-curricular programs should economic conditions or national emergency make it necessary to do so. 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 any applicant who does not meet the university's academic or personal standards, or to rescind admission to a prospective student when it learns of any personal actions that are detrimental to the university community or conduct that would violate the Student Integrity Code, or when the prospective student fails to maintain academic standards prior to admission. The university also retains the authority 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 are assigned a primary academic advisor. 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 change advisors, the student should meet with the new faculty advisor to discuss academic plans and notify the Office of Academic Advising of the faculty member's agreement to serve as advisor.

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 declare or change their majors should meet with the new advisor to discuss academic plans and notify the Office of Academic Advising of the faculty member's agreement to serve as advisor.

Declaring a Minor or Interdisciplinary Emphasis

A minor or interdisciplinary emphasis is not required to receive a degree from Puget Sound. A student pursuing a minor or interdisciplinary emphasis is advised to consult with a faculty member in the minor or interdisciplinary emphasis area to assist with appropriate course selection and the student has the option of selecting a secondary advisor for assistance. Students wishing to declare or change their minors and/or interdisciplinary emphases should notify the Office of Academic Advising.

Academic Integrity

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. 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 is appropriating and representing the words, ideas, research, images, music, video, or computer programs of others as one's own, whether created by another human or by artificial intelligence. Copying or using material from any source without proper citation, including material from the internet, is also plagiarism even if the material appears authorless.
- Misrepresenting one's own work, which includes submitting the same paper or computer program, 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, artificial intelligence, or communication with any person or entity to receive or to give information.
- 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 Library website for a summary of copyright guidelines.
- 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 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, videoconference, 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 first with both parties to seek an appropriate resolution. The Provost (or a designee) 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 Academic Dean not otherwise involved with the appeals or hearing board process. In this context, the 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 Academic Dean not otherwise involved with the appeals or hearing board process. The instructor of the course and the 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 Academic Dean may substitute for the faculty member in responding to the allegation. If the Academic 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 of University of Puget Sound.

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 find the allegations to be factual and 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 findings of the Board and its conclusion along with any sanctions are 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 law, including 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 Standing and Sanctions for Undergraduate Students

Good Academic Standing is defined as a 2.00 minimum cumulative grade point average (GPA) for undergraduate students. Academic standing and sanctions for graduate students may be found in the

requirements section for each individual graduate program's description in the *Bulletin*.

Upon referral from the Registrar, the Academic Standards Committee reviews the record for each student eligible for a sanction based on the requirements below.

A student's cumulative and term GPA includes grades earned at Puget Sound.

First Semester Students

These sanctions will apply only at the end of a first year student's first term at Puget Sound.

<i>Academic Standing*</i> <i>*GPA is rounded to the hundredths place.</i>	<i>Sanction</i>
End of current term GPA is below 2.00 but 1.00 or higher	Probation
End of current term GPA is below 1.00	1-semester suspension

Continuing Students

<i>Academic Standing*</i> <i>*GPA is rounded to the hundredths place.</i>	<i>Sanction</i>
End of current term GPA is below 2.00 but cumulative is 2.00 or above	Probation
Cumulative GPA is below 2.00 but current term GPA is 2.00 or above	Probation
End of current term GPA is below 2.00 AND cumulative GPA is below 2.00 but previous term and cumulative GPA is 2.00 or above	Probation
End of current term GPA is below 2.00 AND cumulative GPA is below 2.00	1-semester suspension
End of current term GPA is below 2.00 AND previous term GPA is below 2.00 but cumulative GPA is 2.00 or above	1-semester suspension
End of current term GPA is below 2.00 AND previous term GPA is below 2.00 AND cumulative GPA is below 2.00	1-year suspension

Academic Probation

When placed on Academic Probation, a student is expected to develop a plan for academic improvement with their academic advisor. Academic Probation is recorded on the student's academic transcript.

Academic Suspension

In order to re-enroll following the imposition of Academic Suspension, a student is required to petition the Academic Standards Committee for reinstatement after the end of the suspension period. The petition must include a reasonable plan for academic improvement if reinstated. Students eligible for a 1-semester suspension may petition for immediate reinstatement. Students eligible for a 1-year suspension may petition for reinstatement after one semester. In both cases, the petition must include a compelling argument and plan for academic improvement in order to be considered by the Academic Standards Committee. An Academic Suspension is recorded on a student's academic transcript.

Academic Expulsion

A new or continuing student may be dismissed and precluded from ever returning to the university for violations of its academic or conduct

standards. 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.

Academic Expulsion will be noted on the student's transcript.

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, the Office of Academic Advising, the student's instructors, and primary 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 full-time, 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.

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:** In accordance with the Credit/No Credit Grading policy, an Independent Study may not be taken as Credit/No Credit within 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.

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 Term 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

1. Demonstrate Academic Achievement
2. Students must meet all program-specific requirements (including minimum GPA, class standing, course prerequisites, language prerequisites, etc.).
3. 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.

4. 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.
5. 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.
6. 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.
7. Credit earned from approved study abroad programs is considered to be residence credit for satisfying these residency requirements:
 - A minimum of 16 units in the degree must be completed in residence.
 - A minimum of 6 of the last 8 units in the degree must be completed in residence.
 - A minimum of 4 units in a major* must be completed in residence.
 - A minimum of 3 units in a minor* must be completed in residence.*Please note that some academic departments and programs require a minimum number of courses be taken on campus at Puget Sound to earn a major or minor.

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 reinstatement after academic suspension, or to request re-enrollment after medical or emergency administrative, or a complete academic 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.
4. Students may not appeal the denial of a petition unless the appeal contains new information that was not available at the time that the original petition was submitted.

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 course requirements at all levels 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.
 8. The division to which a Puget Sound course belongs for the purposes of fulfilling the Divisional graduation requirement.
 9. The requirement for transfer students to matriculate with 7 or more units in order to have their CCS core requirement waived.
2. A course taken at another institution, the Puget Sound equivalent for which satisfies one Core Requirement, may not be applied toward another Core Requirement.
 3. A Puget Sound course may not apply toward a non-Divisional Core Requirement unless it has been approved specifically for that purpose by the Curriculum Committee.

Reinstatement Petitions

A student petitioning to return to the university from an academic suspension must complete a comprehensive plan for academic improvement. The below 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 and Learning.
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.)

Academic Re-evaluation Petitions

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.

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 Requirements Petitions

In evaluating petitions related to a university Core Requirement, the following guidelines are applied:

1. A course taken at another institution may be 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 course requirements at all levels may not be completed with transfer credit and must be taken at Puget Sound.

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 their 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 myPugetSound, select Order Official Transcript from the Academics menu, and then follow the instructions. Current students can access unofficial transcripts through myPugetSound 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 and Reasonable Accommodation for Religious Holidays

I. Policy Statement

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 is committed to compliance with state, federal and local laws, including RCW 28B.137.010, regarding reasonable accommodations for those observances. Consistent with the Campus Policy Prohibiting Harassment and Discrimination, this policy also supports the university's commitment to providing a learning environment free from discrimination and harassment.

II. Coverage

This policy applies to all university students enrolled in academic courses or programs.

III. Definitions

- A. *Reasonable Accommodation:* In this context, a reasonable accommodation means a faculty member's coordination with the student on scheduling examinations or other activities necessary for completion of the course or program, including rescheduling examinations or activities or offering different times for examinations or activities.
- B. *Religious Observances:* Holidays observed for reasons of faith or conscience, including as part of a sincerely held religious belief, or for organized activities conducted under the auspices of a religious denomination, church or religious organization.
- C. *Undue Hardship:* Undue hardship refers not only to significant financial difficulty, but to accommodations that are unduly extensive, substantial, or disruptive, or those that would fundamentally alter the nature or operation of the course or program. The university will assess whether a proposed accommodation creates an undue hardship on a case-by-case basis.

IV. Requesting and Responding to a Reasonable Accommodation for Religious Observances

- A. Student Responsibilities
 1. A student seeking an academic accommodation for a religious observance shall consult with each of their faculty members and submit separate request(s) for accommodation to those faculty members.
 2. A student must submit a written request to the faculty member within two (2) weeks of the first day of the course or program, and the request must include the specific date(s) for which the student requires accommodation regarding examinations or other activities.
- B. Faculty Responsibilities
 1. A faculty member shall promptly evaluate each request and reasonably accommodate any requests so that the student's grades are not adversely impacted by absences covered by this policy, provided that the accommodation does not cause an undue hardship to the student, other students, the faculty member, or the university.
 2. Within five (5) calendar days of receiving a student's written request, a faculty member shall respond in writing to the student acknowledging the request and inviting additional conversation regarding the requested accommodation, if needed.
 3. Absent exceptional circumstances, the faculty member's approval or denial of the student's requested accommodation should be provided in writing to the student no later than two (2) weeks after receipt of the student's request.

IV. Resources for Assistance

- A. Students may consult with the University Chaplain regarding reasonable accommodation requests, as needed, or for other questions about this policy.
- B. Faculty members may consult with the University Chaplain or the Associate Academic Dean for assistance as needed or for other questions about this policy.

III. Grievance/Appeal Procedure

- A. A student may appeal a faculty member's response or non-response to a request for a reasonable accommodation under this policy by providing written notice to the Dean of the Faculty in the Office of the Provost.
- B. Such appeal must be submitted either (1) within five (5) calendar days of the student's receipt of the final written determination from the faculty member regarding the request; or
- C. (2) within five (5) calendar days after a faculty member fails to respond to the student's request within the timeframe established under Section IV.C., above.
- D. In reviewing the appeal, the Dean of the Faculty shall consult with the student and the faculty member, and may consult with others as appropriate (e.g., University Chaplain). Absent extraordinary circumstances, the Dean of the Faculty should provide a decision in writing to both the student and the faculty member generally within two (2) weeks of the receipt of the student's written appeal.
- E. The decision of the Dean of the Faculty is final.

VI. Notice

- A. This policy is available on the university's website at pugetsound.edu/about/offices-services/human-resources/policies/campus-policies/student-religious-accommodationsin-academic-courses-or-programs.
- B. Faculty members must include a link to this policy in course or program syllabi.

III. Effective Date

This policy is effective as of January 1, 2020, and supersedes the university's "Religious Observances" statement in the Academic Handbook.

- Chapter 28B.137.010 RCW

Student Accessibility and Accommodation

Student Accessibility and Accommodation (SAA) is the university-designated office that determines if a student qualifies for a disability accommodation under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. To qualify for accommodations at the postsecondary level, a student must be well enough to meet the academic and technical standards requisite for admission and participation in the institution's educational programs or activities. Students are covered under disability law if they can meet the academic standards with or without accommodations. To register with SAA, please click this link: Register with SAA to Request Disability Accommodations, complete the online form, and upload documentation of your disability. SAA will contact you within a few days to schedule an intake meeting.

Please visit <https://www.pugetsound.edu/student-accessibility-accommodation-saa> for detailed information on how to request accommodations.

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.

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)
 - F. Public Health (graduate level)
 - G. 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.

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.

Direct Transfer Agreements – WA, OR, and CA

A student who matriculates at Puget Sound after completing a Direct Transfer Agreement (DTA) associate degree through a Washington, Oregon, or California community college with a grade point average of 3.00 or higher shall be awarded junior standing, 16.00 total units of transfer credit, and shall be considered to have completed the Critical Conversations Seminar, and all Divisional graduation requirements. Completion of additional core and graduation requirements will be determined by evaluation of the student's previous coursework on a course-by-course basis.

Additionally, those who matriculate as transfer students (students who have attended another regionally accredited college or university after the completion of high school) shall be considered to have completed the 100 level Connections Core requirement.

Degrees included in this policy are Washington's DTA associate degree (AA-DTA), Oregon's AAOT, and California's AA-T and AS-T degrees.

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:

1. 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.
2. 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.

3. 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 does not accept CollegeLevel Examination Program (CLEP) or Defense Activity for NonTraditional Education Support (DANTES) results for credit.

The exact units and course exemptions granted for AP and IB exam results are detailed on the University website under the Office of the Registrar. The university's goal in allowing credit for the above 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 examination result takes the equivalent University of Puget Sound course, that student's exam credit will be replaced by University credit (see also the section titled "Redundancy Policy"). In addition, some departments place special conditions on AP or IB Examination Results in order for them to be applied toward a major or minor.

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. *Activity Credit*

The maximum activity credit allowed within a degree program is 2.00 units.

3. *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.

4. *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.

5. *Academic Pass/Fail*

Courses graded pass/fail may transfer within the limit that 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, 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.

6. *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.

7. *Core and Language Requirements*

In order to fulfill a university Core or Language Requirement, an eligible transfer course must be worth at least 3 semester credits or 4 quarter credits at the original institution. Appropriate course sequences which, when combined, total at least 3 semester credits or 4 quarter credits may be accepted. In order to fulfill a Divisional graduation requirement, a course must fit within one of the three divisions approved by the faculty. Additionally, courses used to complete Core Requirements may not be graded pass/fail.

Neither the 100 level Connections course requirement nor the 200-400 level Connections Core requirement may be completed by a transferred course. All students who matriculate as first time in college students are required to take the 100 level Connections course at Puget Sound (regardless of any transfer credit earned, including exam credit, college coursework, and/or direct transfer associate degrees earned). However, the 100 level Connections course requirement shall be waived for students who matriculate at Puget Sound as transfer students (defined as students who have attended another regionally accredited college or university after the completion of high school).

The Critical Conversations Seminar Core requirement may be fulfilled by transfer credit and shall be waived for students who matriculate at Puget Sound as transfer students with 7.0 or more units.

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 Puget Sound 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 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.

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. Grade point averages will be adjusted for successful repeats as noted above under "Repeating a Course."

A prospective transfer student with a cumulative grade point average below 2.00 may be admitted under the Academic Re-evaluation Policy, which appears in the "Petitions for Exceptions to University Policies" section of this publication.

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 Credit Evaluation Request Form

A continuing 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 Veteran Readiness and Employment benefits should contact the School Certifying Official in the Office of Student Financial Services and provide a copy of the Certificate of Eligibility.

Prior to the beginning of each term a student will need to request to be certified if they would like to use their benefit. The student must also be in good academic standing and meet Satisfactory Academic Progress. Once certified, regular attendance in accordance with the stated policy for a course is required. Students who receive an F, or are dropped due to non-attendance, may be required to repay tuition.

Additionally, receiving No Credit (NC) for a course taken with the Credit/ No Credit grade option may cause the student to owe tuition. Please also see the information for Veterans Benefits listed in the Student Financial Services section.

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 RESOURCES AND SUPPORT

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 to recent graduates in planning post-baccalaureate education plans.

First-Year Advising Program

The First-Year Advising Program guides 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 based on 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 a 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 support 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 and Learning; 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 (CES)

Director of Career and Employment Services: Mona Lawrence

Students are invited to connect with CES early in their time at Puget Sound, to take advantage of tools, resources, and people who are here to support their career development and to cheer them on.

Mission: CES is here to guide students as they cultivate connections and articulate the value of their lived experience toward a life of meaning and purpose at and beyond Puget Sound.

Our work with students is further guided by our commitment to:

- Listen and communicate to motivate, inspire growth, and build each student's confidence.
- Connect in dynamic, inspiring, and engaging ways.
- Foster community and a sense of belonging with every action and interaction.
- Recognize and honor each student's lived and academic experience and their innate and developed capabilities.

As students consider career options, gain experience through internships and part-time jobs, and prepare for a fulfilling work-life after graduation, CES offers comprehensive support:

- Referrals to on-campus jobs where students can build skills and engage with high-impact educational experiences.
- Advising and assessment to help students create personalized plans for career development.
- Appointments and workshops to perfect resumes, practice interview skills, and polish LinkedIn profiles.
- Events and resources to help students explore career paths, prepare for professional situations, meet employers, network with alumni, and more.
- Coursework to guide students as they assess, explore, and take action on their career goals. (EXLN 101 and 401)

Visit CES.PugetSound.edu for additional information and access to online career resources.

Center for Writing and Learning (CWL)

Director: Julie Christoph

The Center for Writing and Learning 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 and Learning is a place where students can discuss all aspects of their writing and speaking. The center helps students from all academic disciplines develop their ability to use writing and speaking as tools for thinking and learning. With the assistance of peer writing and speaking advisors, students learn how to overcome writer's block and speech anxiety, approach an assignment, and assess the audience and purpose of an assignment. Working on a one-to-one basis with a writing and speaking advisor, students also receive help with organizing their ideas, creating a strong thesis statement, and reviewing their 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.

The Center for Writing and Learning also hosts a wide range of services and programs designed to promote effective and independent learning. Peer subject-area tutors are available to help students brush up and review content in topics ranging from math and science to foreign languages. Peer academic consultants with special training are available to help students improve their time-management skills, organization, study skills, and test-taking strategies. Language partners work with multilingual students to help them navigate the conventions and quirks of academic writing in English. Students may also take advantage of workshops on various topics or join a peer-led study group. The Center's services are available to graduate students as well as undergraduates at the university.

Current students and university graduates can set up appointments with the faculty consultants in the Center for Writing and Learning to discuss personal statement writing for applications to graduate school, health professions, fellowships, scholarships, and other opportunities. The Center advises faculty members on ways of using writing and speaking in their courses and provides faculty development opportunities.

For appointments, students may come to Howarth 109 or call 253.879.3404. More information on services and schedules is available online at pugetsound.edu/cwl.

Collins Memorial Library

University Librarian and Director of Collins Memorial Library:

Annie Downey

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 has a number of public access computers in the Learning Commons. Technology Services, located on the lower level of the library, provides assistance associated with computers and printing. The Library also is home to the Makerspace which offers access to 3D printers, a laser cutter, sewing machines, paper arts and hand printing. The Makerspace is open to all students.

Fellowships Office

Advisor: Madison Howard;

Faculty Advisor: Pierre Ly

Students have many opportunities to earn external scholarships, fellowships, or other special support for postgraduate travel, language immersion, research, and study. The Fellowships Advisor works in collaboration with a faculty committee to assist students in applying for external fellowships and scholarships awards. Puget Sound students have been awarded Boren, Fulbright, Goldwater, Luce, Rhodes, and Watson Fellowships. Success in achieving external scholarships and fellowships requires early and strategic planning. Students are encouraged to begin the exploratory process during the spring semester of their first year and to begin working with the Fellowships Office and faculty mentors during their second year to initiate the application process.

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 before admission to complete 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: Gregory Johnson;

Advisor: Nova Ferguson

Health Professions Advising provides career counseling, practice interviews, letters of evaluation, and assistance in the application process for students who aspire to careers as a health professional. Students interested in pursuing occupational therapy, physical therapy, or public health graduate programs at the University of Puget Sound are encouraged to directly contact these programs. Please note that HPA does provide

support to Puget Sound applicants to these programs. Students interested in careers in the health professions may choose any major, but do need to meet the extensive prerequisite requirements in the sciences, mathematics, and other courses specified by the professional schools and in preparation for national standardized admission examinations. Students intending to apply to health professions programs are encouraged to consult the Common Prerequisites Quick Guide available on the Health Professions Advising website: <https://www.pugetsound.edu/health-professions-advising>

You are encouraged to make early contact with the Health Professions Advising staff.

The HPA office is located in Thompson Hall, Room 203. For appointments please schedule here: <https://www.pugetsound.edu/health-professions-advising/contact-health-professions-advising>.

International Programs

Director: Eowyn Greeno

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.

Students are encouraged to consult the Office of International Programs website at [pugetsound.edu/international-programs](https://www.pugetsound.edu/international-programs) and make early contact with the Office of International Programs staff. The office is located in Howarth Hall, Room 215. For additional information please call 253.879.2515 or send an e-mail message to internationalprograms@pugetsound.edu.

Internship and Cooperative Education Program

Coordinator: Sara Winland

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 before enrollment. Students interested in pursuing an internship may visit [CES.PugetSound.edu](https://www.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: Chris Kendall

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.

Students are strongly encouraged to contact pre-law advisor Chris Kendall (Department of Politics & Government, ckendall@pugetsound.edu), so that they may be included in pre-law counseling, programming, and opportunities tailored to their interests and goals.

Student Accessibility and Accommodation

Director: Peggy Perno, MSW, LICSW

SAA is the designated campus office that reviews requests for reasonable and necessary disability accommodations. All students requesting disability accommodations must register with SAA.

Students: To register with SAA, please visit [pugetsound.edu/register-saa](https://www.pugetsound.edu/register-saa), complete the online form, and upload documentation of your disability. SAA will contact you within a few days to schedule an intake meeting. If you do not have documentation, please include an explanation of why this may be a problem.

SAA Peer Mentoring Program: This program matches an SAA student with a peer mentor. This program aims to help students connect with the campus community and establish new friendships. Tell us during your intake meeting if you are interested in having a peer mentor.

If you need assistance or have questions or concerns:

- email us saa@pugetsound.edu
- call us 253.879.3399

Teaching and Counseling Professions Advising

Teaching Advisor: Alisun Thompson;

Counseling 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 a Masters in Teaching by visiting Master of Arts in Teaching | University of Puget Sound or an MEd in school or mental health counseling by visiting Master of Education in Counseling | University of Puget Sound. 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, as well as computers and other technology-related equipment available for checkout. There are also discipline-specific computer labs, 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, university-owned computers, myPugetSound (the university

Undergraduate Admission to the University

portal), Canvas, Google Workspace, as well as applications such as Zoom and vDesk (a virtual desktop for any time, anywhere computing).

For more information please visit pugetsound.edu/stutech for a comprehensive guide to technology resources for Puget Sound students. Also, computer recommendations and links to discounted pricing on hardware and software can be found by visiting pugetsound.edu/technology-services/help-support/purchasing-recommendations-discounts.

To learn more about Technology Services please visit our website at pugetsound.edu/ts.

UNDERGRADUATE ADMISSION TO THE UNIVERSITY

Vice President for Enrollment: Matthew Boyce, Ph.D.

Director of Undergraduate Admission: Robin Aijian '04

Director of Admission Operations: Martha Wilson

Each applicant to the university should present those qualities of character and the seriousness of purpose which would indicate that they 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 co-curricular 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.

First-Year Admission

Except for Early Admission or Simultaneous Enrollment, prospective first-year students 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 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.

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 \$65 (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 before this date. Regular Decision is the only plan available to spring term applicants. **Deposits 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 1 with decision notification no later than January 31. The university subscribes to the National Candidates' Reply Date of May 1 and does not require advance payments before this date. **Deposits 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 1. 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 a deposit by January 15. **Deposits 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 a deposit 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*.

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. 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 first-year students requesting a deferral must confirm their enrollment, along with the non-refundable \$500 deposit, on or

before the posted response deadline. Once they have confirmed their enrollment, students may request to defer their enrollment for either a single semester or one year by submitting the deferral request form including an explanation of their plans for the deferral period on or before the deferral deadline. 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 deposit 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. Students may be allowed up to a total of sixteen (16) units of advanced standing credit. 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 that 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, theater 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 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.
6. All coursework will be evaluated on an individual basis to determine fulfillment of university core requirements. All students must complete the Connections core requirement at Puget Sound. Courses that transfer in fulfillment of core requirements may not be completed through independent study nor be graded on a pass/fail basis.
7. A student who matriculates at Puget Sound after completing a Direct Transfer Agreement (DTA) associate degree through a Washington State community college, or a comparable transfer degree through an Oregon (AAOT) or California (AA-T or AS-T) community college, with a GPA of 3.00 or higher, shall be awarded 16.00 total units of transfer credit and be considered to have completed both first-year seminar courses (100-level Connections and Critical Conversations Seminar) as well as the three Divisional graduation requirements.
9. 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.
10. Following admission to and enrollment in the university, if it is learned that a student misrepresented his or her academic record when applying for admission, he or she 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)
2. These educational programs are also subject to the individual transfer credit limits established by the university before being accepted into a degree program.

3. 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.
4. Credit will not be granted for dual enrollment or simultaneous matriculation with two or more institutions.
5. 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.
6. 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. 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 \$65 (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.

Direct Transfer Agreements. Puget Sound accepts the direct transfer agreements from Washington (DTA), Oregon (AAOT), and California (AA-T, AS-T) for students with a grade point average of 3.0 or higher. The full list of all transfer credit policies and limits appears in the Academic and Administrative Policies section of the Bulletin under Transfer Information.

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 \$65 (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, along with the non-refundable \$500 deposit on or before the posted response deadline. Once they have confirmed their enrollment, students may request to defer their enrollment for a single semester or one year by submitting the deferral request form including an explanation of their plans for the deferral period on or before the posted deferral request 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 deposit 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 term) 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 deposit 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 deposit 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 deposit. Students are responsible for return of the medical history and immunization form prior to enrollment. This history and immunization form is provided to a student prior to the term in which that student plans to enroll.

Transfer Students. Students admitted to Puget Sound will receive a Letter of Acceptance and a transfer credit evaluation.

A non-refundable deposit 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 deposit. Students are responsible for return of the medical history and immunization form prior to enrollment. This history and immunization form is provided to a student prior to the term in which that student plans to enroll.

International Students

Application and Academic Credentials. University of Puget Sound welcomes applications from international students. The university is authorized under federal law to enroll nonimmigrant students. Along with all required application materials, applicants should include those items outlined in this section of the *Bulletin* which are germane 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 one of the following: SAT, ACT, the Test of English as a Foreign Language (TOEFL), Duolingo, or the International English Language Testing System (IELTS). A score of 85 on the TOEFL iBT, 105 on the Duolingo Exam test, 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 Puget Sound's International Student Verification of Finances.

International students must not depend upon earnings from employment, anticipated financial assistance, or scholarship grants.

Summer Term

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 seeking regular student standing for summer term must complete the appropriate application form outlined previously. Attendance in a summer term does not guarantee a student matriculating status.

GRADUATE ADMISSION TO THE UNIVERSITY

School of Education

To apply for the MAT or MEd degree, a student must complete an online School of Education application. For more information, please visit pugetsound.edu/admission/graduate-admission. 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 (MAT)

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 the 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. University of Puget Sound transcripts will automatically be added to applications from current students and alumni by the Office of the Registrar. 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 MAT classes.
3. *Appraisal of Applicant forms:* Provide professional contact information for 2 references. References will be sent an electronic version of the Appraisal of Applicant for Degree Candidacy form. Upon receipt, Appraisals will be uploaded to the applicant's portal. Applicants should submit information for 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 MAT applicants may be requested by the School of Education admission committee at its discretion.
6. *Supplemental Requirements:*
 - A. MAT applicants 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:* Applicants for the Master of Arts in Teaching degree are required to submit scores from an approved basic skills exam. While no state-mandated passing score is set for basic skills, applicants must submit individual scores in reading, writing, and mathematics for admission. Applicants may use a combination of scores from any approved exam including SAT or ACT taken after 2005, or WEST-B. A full list of approved alternative exams may be found on the Office of the Superintendent of Public Instruction's web site: <https://ospi.k12.wa.us/certification/teacher-certificate/out-state-applicants-teachers/teacher-assessments>.
 - *Endorsement Test:* All MAT applicants must meet the content requirements for at least one endorsement area. Secondary applicants must have completed coursework in a content area aligned with the endorsement area they are pursuing. Both elementary and secondary MAT applicants should arrange to have endorsement scores sent from Pearson for either their National Evaluation Systems exam or for their Washington Educator Skills Test Endorsement exam.
- B. Music Endorsement applicants 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 (MEd)

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 300500 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 MEd classes. University of Puget Sound transcripts will automatically be added to applications from current students and alumni by the Office of the Registrar.

3. *Appraisal of Applicant forms:* Provide professional contact information for two (2) references. References will be sent an electronic version of the Appraisal of Applicant for Degree Candidacy form to complete. Upon receipt, responses will be uploaded to the application portal. *Resume:* Submit a resume.
4. *Interview:* An interview is required for all MEd in counseling applicants. Interviews are arranged by the School of Education after completed applications have been received and reviewed.
5. *Graduate Record Examinations (GRE) Scores:* GRE scores may be requested at the School of Education admission committee's discretion if an applicant's undergraduate GPA is below 3.0 and the applicant does not already have a Master's degree.

Streamlined Admission Process:

University of Puget Sound graduates in good standing will be reviewed through a streamlined admission process to the MEd 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 of 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. The intention of the faculty of the School of Education is to choose the best applicants from among the applicant pool to fill a limited number of available openings. The faculty seeks students who are mature, self-aware, 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

Applicants who do not hold a valid Washington certificate will be required to complete the Pre-Residency Clearance as part of the application for Washington certification. This application includes a Washington State Patrol and FBI fingerprint clearance in addition to completing a moral character and fitness questionnaire. Applicants 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).

Master of Public Health Program (MPH)

Public health is a transdisciplinary field focused on the promotion of community and environmental health, and the prevention of disease and injury to assure optimal health outcomes with an emphasis on serving marginalized populations. The Master of Public Health (MPH) is a professional degree that prepares students as practitioners who are responsive to contemporary challenges in public health at local, regional, national and global levels. MPH graduates are proficient in the best practices of design, planning, and implementation of health research, programs, and services.

Acceptance to Degree Candidacy

There is no specific undergraduate coursework required for acceptance to the program. Applications to the MPH program are competitive and will be reviewed holistically across work and volunteer experience, quality and content of personal statement, and academic preparation as evidenced by transcripts and letters of recommendation. The Master of Public Health Admission Committee bases its graduate candidacy decisions on the best balance of the following:

1. Academic ability as demonstrated by grade point average
2. Written communication skills
3. Understanding of the field of public health, as reflected in the applicant's personal statement
4. Letters of reference

Occupational Therapy

The School of Occupational Therapy offers entry-level and post-professional degrees. The entry-level degrees include a Master of Science in Occupational Therapy (MSOT) or an entry-level Occupational Therapy Doctorate (OTD). The post-professional degree is a Doctor in Occupational Therapy (DrOT).

Entry-Level Degrees (MSOT and OTD)

The entry-level degrees are 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 arts education is a vital component in the preparation of today's healthcare practitioner. Specific prerequisite courses also must be completed before enrollment in the School of Occupational Therapy.

For complete information concerning application procedures, prerequisites, and acceptance to degree candidacy, see the School of Occupational Therapy website 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.

Acceptance to Degree Candidacy

The School of Occupational Therapy Admission Committee bases its graduate candidacy decisions on the best balance of the following:

1. Academic ability as demonstrated by grade point average;
2. Content and quality of written materials submitted in the application process;
3. Understanding of the breadth and depth of the occupational therapy profession and the role and functions of occupational therapy professionals;
4. Academic performance in prerequisite courses;
5. Letters of reference; and
6. Exposure to the practice of occupational therapy, preferably in multiple contexts (for example, a job or volunteer position in an occupational therapy clinic).

Post-Professional Doctor of Occupational Therapy (DrOT) The Post-professional Doctor of Occupational Therapy (DrOT) Program is offered approximately every 2-3 years and is designed to fit all levels of experience, whether you are a new entry-level occupational therapist or a seasoned one. The 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 DrOT 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 authentic learning experiences. Students will enter the DrOT Program with a range of professional experience and interests, which will enhance the learning of all.

Acceptance to Degree Candidacy

The School of Occupational Therapy Admission Committee bases its graduate candidacy decisions on the best balance of the following:

1. Academic ability as demonstrated by grade point average;
2. Content and quality of written materials submitted in the application process;
3. Understanding of the breadth and depth of the occupational therapy profession and the role and functions of occupational therapy professionals;
4. Academic performance in prerequisite courses; and
5. Letters of reference.

For information on completion of degree requirements for the three graduate programs in Occupational Therapy see the Occupational Therapy section of the *Bulletin*. The course sequence and course descriptions for the MSOT and OTD degrees are available on the School's website and in the Occupational Therapy section of the *Bulletin*.

Physical Therapy

The Doctor of Physical Therapy Program

The School of Physical Therapy 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 a 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 DPT program. Students must also demonstrate appropriate mastery of the prerequisite courses by earning a grade point average of 3.0 or higher in each Anatomy and Physiology course, and a cumulative grade point average of 3.0 or higher in all prerequisite courses.

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 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.

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 DPT 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 School of Physical Therapy Admission Committee bases its graduate candidacy decisions on the applicant's qualifications taken as a

Division of Student Affairs

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 School of Physical Therapy. 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 higher in each Anatomy and Physiology course and a cumulative grade point average of 3.0 or higher in all prerequisite courses.
2. Graduate Record Examination (GRE) scores, not more than five years old.
3. Appreciation of the breadth and depth of the physical therapy profession is required. There is no minimum number of hours of exposure, but the applicant must demonstrate knowledge across the spectrum of the profession in writing submitted for the application.
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 and Dean of Students:

Sarah Comstock

Senior Associate Dean of Students for Student Success:

Debbie Chee

Senior Associate Dean for Student Experience: Moe Stephens

University Chaplain: Dave Wright '96

Director of Counseling, Health, and Wellness Services: Kelly

Brown, Ph.D.

Director of Security Services: David Ferber, Ph.D.

Director of Athletics: Amy Hackett

Director of the Office of Student Accountability & Restorative

Practices: Amy Gauthier, Ed.D.

Director of Student Support: Eric Hetland

Director of Orientation & Leadership: Skylar Marston-Bihl

Director of Residence Life: Colin O'Loughlin

Director of Student Programs: Serni Solidarios

The Vice President for Student Affairs and Dean of Students works on behalf of all students, undergraduate and graduate students, through collaboration with faculty, staff, and student leaders. The Vice President for Student Affairs and Dean of Students 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:

Office of the Chaplaincy

The University Chaplaincy is responsible for supporting and developing programs and resources for students, faculty, and staff of any, all, or no particular spiritual or religious backgrounds. The Chaplaincy provides personal and spiritual support, co-curricular and community engagement related to religion and spirituality in society, collaborates with student-run clubs that connect to spirituality, and advocates for a more inclusive, just, and compassionate campus. The department is heavily

student-led, with opportunities for both student employment and mentorship programs for students hoping to develop skills and leadership related to religion and spirituality in higher education and our broader society. The Chaplain can be reached at 253.879.3818 or at chaplaincy@pugetsound.edu.

Student Experience Department

Offices within the Student Experience department are Residence Life and Student Involvement & Programs. These offices can be found at 3206 N. 15th Street, or by calling 253.879.3317.

Student Involvement and Programs

We can be found first and foremost on the traditional lands of the Puyallup Tribe of Indians, a Coast Salish People. We strive to begin with this reality and we are working toward incorporating and honoring this history in meaningful ways within our programs. This is a work in progress. Student Involvement and Programs encompasses Greek life, leadership and civic engagement, new student orientation known as Passages, outdoor programs, student activities, and student-led social and cultural programs. The myriad programs are for all students and members of the Puget Sound community. We also support programs like Grizzbones, the annual Senior Party, and class programs like the Sophomore Experience. The main office for Student Involvement and Programs can be found in the Student Experience houses at 3206 North 15th Street, or by calling 253.879.3322.

Passages: New Student Orientation

Puget Sound's new student orientation, or Passages, is a community experience. The week-long program is designed to challenge new and transfer students intellectually, connect them with their peers, faculty, and staff members, and help them feel comfortable using university resources. In addition to your campus-based orientation we offer a wide range of immersive experiences designed to help you connect with a smaller group of incoming students while engaging in all that the Pacific Northwest has to offer. Passages groups are facilitated by returning student leaders who are excited to get to know the new students and show them around campus and the region. In May, students register and rank the Immersive Experiences they are most interested in. Immersive experiences range from connecting with local social justice work and environmental justice engagement to exploring local musical arts, culinary journeys, or three-day backpacking trips and car camping adventures.

Puget Sound Outdoors

Puget Sound Outdoors (PSO) provides student-led adventure experiences that promote personal growth and wellness, transformative learning, community building, and environmental stewardship to the University of Puget Sound community. For those wanting to get outside, the Expeditionary is the hub for equipment rentals, for those wanting to get out on their own, and trip sign ups, for those wanting to join us on an adventure. Whether it's right here in Tacoma or in the greater Pacific Northwest, PSO runs day, overnight, and extended outdoor trips open to students of all experience levels. Equipment, transportation, and instruction are all included in the trip cost. Bike Shop provides maintenance and parts to get you back out on the road. The Climbing Wall, located in the Athletics & Aquatics Center, offers students top rope climbing and bouldering along with a variety of climbing classes and clinics throughout the year. PSO also hosts courses in wilderness medicine, outdoor leadership, and other outdoor recreation disciplines. Come get outside with us!

Greek Life

At the beginning of the spring semester, first-year students may consider joining one of the campus fraternities or sororities. Greek living is a residential option that attracts over a quarter 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 these values in mind, the Greek community has played a significant role in campus life since their founding. Rich in history and tradition, thousands of alumni have proudly and fondly looked back on their years as a member of the Puget Sound Greek community as a key part of their college experience.

Civic Engagement and Leadership

In the Office of Civic Engagement & Leadership students will find opportunities to develop their leadership skills and reflect on what it means to behave as a leader in the 21st century. We also serve as an avenue for students to engage the myriad of opportunities afforded to Puget Sound students in the broader Tacoma community. Our programs nurture these connections by offering different pathways to become active members of our community while completing your degree at the University of Puget Sound. We aim to cover themes such as environmental justice, food justice and social justice. Throughout our programs we seek to develop students’ understanding of their positionality in the world, the systems they are part of, and what this means for how they engage as leaders in a wide variety of contexts and communities, all the while creating opportunities for students to find their place at Puget Sound and enjoy the journey.

Student Programs

At Puget Sound, arts and entertainment events aren’t just something students passively attend. By actively participating, students get a backstage pass to a richer and rewarding campus experience being part of the process of selecting, promoting and producing local, regional, and nationally-known speakers and performers. Grammy, Oscar, Tony, Pulitzer and Emmy awardees have been part of a long tradition of top-tier talent and best-selling authors who’ve come to UPS to inspire, challenge and empower, and our students accompany them on every step of the way from the airport to a master class to the stage. Logger alums who chose to be involved have kickstarted their way into every niche of arts presenting across the country

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 house the university’s national fraternities and sororities— Sigma Alpha Epsilon, Phi Delta Theta, Sigma Chi, Alpha Phi, Gamma Phi Beta, Kappa Alpha Theta, and Pi Beta Phi; 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) 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 residential programs for first-year students including honors housing, Business Leadership Program housing, and living-learning communities. There are themed programs for upper-division students including the Honors/Langlow House for upper-division students in the Honors program, 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 during the fall 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 recruitment and move into the chapter’s housing facility immediately, provided space is available.

Each living unit for first-year students is staffed by undergraduate students, or resident assistants (RAs), who serve as peer supports, 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, university staff members who live in campus housing. The RDs coordinate daily life in the residence halls and supervise Residence Life Student Leadership Teams and programming.

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 in the student’s myPugetSound account. Continuing students sign up for on-campus housing via the Housing Selection process in the spring semester.

Upon a room assignment, the housing agreement and all terms and conditions set forth are binding for the entire academic year. This agreement applies to all student residents of university-owned facilities.

Appeals to be released from the residential requirement or cancel a housing agreement must be submitted to the Residence Life office via the *On-Campus Housing agreement t Appeal* form available at puget-sound.edu/campus-housing-appeal.

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 online Housing Selection process. An email detailing the various options and processes is sent in late fall semester. 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 Accountability & Restorative Practices

At the University of Puget Sound, it is the authority of the Office of Student Accountability & Restorative Practices to establish and maintain the standards and procedures conducive to the safety, security, and educational goals of our campus. The Student Integrity Code is the foundation upon which Student Accountability & Restorative Practices administers an educational and student-centered conduct process. Students are provided opportunities through

our processes to personally reflect on their decisions in an environment where they can expect to be treated with respect in a fair and consistent manner.

The university wants to ensure as positive and safe of a living-learning community as possible. In order to achieve that, students have rights and responsibilities to uphold. The Student Integrity Code outlines standards and boundaries so that the community can sleep, study and fully engage. The Standards provide a more specific explanation of how the principle is exercised and applies to all students and student groups, both on-campus and off-campus, who are engaged in activities sponsored by the university or by a university organization, or who represent the university in some recognized capacity.

The Student Integrity Code creates educational experiences from which students develop both skill and confidence in making personal judgments and appreciating their consequences. Although all members of the university community are expected to abide by the Integrity Principle and its attendant obligations, the standards provide an additional education resource. They describe in more specific detail the expectations which all members of the Puget Sound community are required to meet.

This process encourages students to examine themselves, their values, and their relation to others in their behaviors and actions. As our process is holistically educational in nature, outcomes of our processes are individually developed with the goal of promoting critical thinking, repairing harm, and helping students see their actions in the larger scope of the Puget Sound community.

Transparency in the processes is important as we commit to providing each student with the procedural protections outlined in the Student Integrity Code.

Security Services

The Security Services team works with partners on campus to provide a safe and secure environment for the campus community and friends of the university. Our staff is a consistent presence on campus, providing a high quality of service through emergency response, security escorts, vehicle registration and enforcement, and operational oversight of building access. We take pride in our work and commit to the university’s goals and objectives. Security Services is a 24-hour service found in the garden level of McIntyre Hall or by calling 253.879.3311.

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 coffee breaks, from club and organization meetings to poetry readings. WSC is home to the Logger Store, dining hall, Diversions Café, The Cellar, and Mail Services.

Student Support

Student Support works to engage the campus community in holistic wellness on all levels. The department includes direct student outreach related to navigating challenges and getting connected to resources, the BRAVe (Bystander Revolution Against Violence) and Peer Ally programs, student support services such as our Food Pantry, Lending Library, Clothing Closet, and other wellness initiatives. As an office, we facilitate the development of self-advocacy and resilience in our students while building thriving communities of care, concern, and belonging. We serve all students with specific outreach to survivors of sexual violence, low-income students, first-generation college students, and veterans. We are here to support students as they navigate their journey and work to thrive, persist, and graduate from the University of Puget Sound. The Center for Student Support is at 3219 N. 13th Street or can be reached at 253.879.2751.

Counseling, Health, and Wellness Services (CHWS)

Counseling, Health, & Wellness Services (CHWS) helps University of Puget Sound students achieve their intellectual, social, and emotional potential by offering professional psychological and primary health care. CHWS is committed to creating an inclusive environment in which we acknowledge individual differences and provide affirming healthcare to our diverse student body. CHWS services are integrated, individualized, and aspire to the highest standards. Students should expect that their unique individual and cultural identities are valued, respected, and actively supported by all CHWS staff.

What We Provide

- Primary medical care including evaluation, diagnosis, and treatment of acute and chronic conditions
- Sexual health services including counseling, STI testing, birth control prescriptions, and emergency contraception
- Mental health services including assessment and treatment; individual and group treatment offered
- Referrals to community treatment for anything beyond our scope of practice or for those who prefer to be seen off campus
- Continuation of allergy shots approved by an allergist
- Immunizations and travel medicine visits
- Gender affirming care and hormone therapy continuation
- Assessments for substance abuse when required through Student Conduct
- Assessments required for mandated evaluation of risk of suicidality or self-harm
- Registered Dietician appointments
- Psychiatric appointments with referral
- Documentation to facilitate reimbursement from insurance
- Opportunity for CHWS-led training, prevention education and outreach on a variety of topics, including graduate training and internships.

Counseling Appointments

- Initial and ongoing counseling appointments are FREE. However, students will be charged \$25 for missed counseling and group appointments or cancellations less than 24 hours before the appointment time.
- Specialized assessments that are sanctioned by Student Conduct (e.g. mandated substance use and anger management evaluations) are \$75. Decrease Your Risk Training (DYRT) classes are \$50.
- Visit fees for Psychiatric appointments are \$75 for initial 50-minute appointments and \$50 for follow-up, 30-minute appointments. The no-show fees for the psychiatric appointments are \$100 for initial sessions and \$60 for follow-up visits.

Medical Appointments & Related Fees

- General medical or nutrition appointments are \$25-40.
- Physicals and study abroad consultations are \$55
- No-show or late cancellation fees for general medical appointments are \$40.
- There are additional costs for medications, procedures, immunizations, laboratory tests, and supplies. Lab fees may take up to 6 weeks to be charged. Labs sent to an outside lab with fees in excess of \$100 may be billed to insurance if an insurance card is on file at the time of the lab draw.
- CHWS maintains a small dispensary with some of the most commonly prescribed medications. Generally, we are able to offer these medications at a lower cost to students than they would find in local pharmacies.
- X-rays are typically performed at TRA Medical Imaging and are charged through that facility.

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, intimate partner violence and stalking. Education around healthy relationships, consent and survivor support are also part of the portfolio of programming included for students.

STUDENT FINANCIAL SERVICES

Associate Vice President for Student Financial Services:

Maggie Mittuch

Director for Student Accounts: Cree Ramsfield

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, housing, food, and other fees for a given semester without prior notice.

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 2024-25

Tuition (full-time)	\$62,310
Standard Room and Meal Plan	\$15,670
Comprehensive Student Fee	\$588
TOTAL	\$78,568

Estimated Indirect Costs:

Books and supplies	\$1,000
Transportation	\$1,420
Personal Expenses.	\$2,124
Total Estimated Indirect Costs.	\$4,544

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. Please consult the tuition and fees web page for up-to-date information: <https://www.puget-sound.edu/student-financial-services-parents/tuition-fees>

Tuition

Tuition for undergraduate students will be charged each semester (fall and spring) as follows:

Full-time (3 to 4.75 units)	\$31,155
Part-time (less than 3 units), per unit.	\$7,870
Overload (above 4.75 units), per unit.	\$7,870
Tuition charges for fractional unit courses will be computed at the per unit rate of.	\$7,870

The normal undergraduate course-load is 3.00 to 4.75 units per semester. A student can register for up to 4.75 units without incurring an overload charge. 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.

All students in the Occupational Therapy 3-2 or 3-3 Programs 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 .

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 Meal Plan	\$15,670
Premium Room Rate (per semester).	\$ 4,950

This rate includes a medium meal plan and standard on-campus housing for the fall and spring semesters. Costs will be higher for students

Student Financial Services

who elect single rooms and rooms in university houses, Union Avenue, Thomas 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 \$250 per quarter-unit, not to exceed \$500 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)	\$32
Intro to Backpacking (PE 131)	\$125
Adv. Backpacking/Mountaineering (PE 132)	\$125
Horseback Riding (PE 137, PE 138)	\$600
Lifeguard Training (PE 159)	\$91
Martial Arts (PE 146)	\$50
Rock Climbing (PE 134)	\$95
Sailing (PE 135, PE 136)	\$275
Scuba (PE 130)	\$82

Other Fees

Application for admission.	\$65
Late confirmation fee (for payment received after the initial payment deadline each semester).	\$200
Late Payment Fee (for payment received after 15th each month)	\$25
Payment plan participation fee (per semester)	\$80
Returned check fee	\$25
Admission Deposit	\$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, Federal Direct Subsidized loan, 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 Direct Unsubsidized loans or Federal Direct PLUS, and private education loans are also available to assist in managing college costs. Eligibility for need-based financial aid is based on demonstrated financial need as determined by completion of the FAFSA. 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. Eligibility for need-based financial aid and the amount a student is eligible to receive is dependent on the Student Aid Index (SAI) from the FAFSA, the year in school, the student's enrollment status, and the total cost of attendance.

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 <https://studentaid.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 awarded to undergraduate students with exceptional financial need. Eligibility is dependent on the Student Aid Index calculated by information provided on the FAFSA.

Washington State Grants

The Washington College Grant and College Bound Scholarship program supports Washington State undergraduates who meet the eligibility criteria as determined by information provided on the FAFSA or the Washington Application for Student Financial Aid (WASFA).

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 loans by contacting the loan servicer. The interest rate for undergraduate Federal Direct loans is currently fixed at 5.50% and is subject to change.

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 \$18,000–\$33,000. Awards are based on the students overall admission application. 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 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 \$2,000 scholarship.

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.

Theatre Scholarships – Recipients serve as crew or cast members for fall and spring productions. Students are not required to major in theater arts.

University Scholarships

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. 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. Your scholarship amount is expressed as an annual amount, of which half is available fall semester and half available spring semester for offset against full-time tuition charges on your student account.
2. Eligibility for your scholarship requires that you be enrolled each semester as a full-time undergraduate student enrolled in at least three (3.0) academic units and paying full-time tuition.
3. This scholarship is available for fall and spring semesters only and cannot be applied to summer enrollment.
4. The total amount of university scholarships and grants received cannot exceed the cost of tuition.

Puget Sound scholarships and grants may only be applied towards Puget Sound tuition, not room, board or other expenses. If you receive other scholarships, grants, stipends, tuition remission or tuition exchange assistance designated to be used only for tuition, either through Puget Sound or from an outside source, and the sum of these awards, exceeds the cost of tuition, your Puget Sound scholarships or grants will be reduced or withdrawn until the total amount of your tuition-designated scholarship dollars equals the amount of tuition.

The total amount of need-based federal, state, or university scholarship and grant aid received cannot exceed financial need.

The total amount of aid received from all sources cannot exceed the cost of attendance.

If a student's financial aid offer 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. Visit PugetSound.JoinHandshake.com to search for on and off-campus jobs, or to schedule an appointment with a CES career advisor for job-search tips and strategies.

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 8.05%. The rate is reset each year by July 1. PLUS Loans have an origination fee of 4.228% 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 School Certifying Official in the Office of the Registrar, Jones Hall, Room 013; (registrar@pugetsound.edu). A student who qualifies for Chapter 33 or 31 Vocational Rehabilitation benefits should contact Student Financial Services, Jones Hall, Room 019 (sfs@pugetsound.edu).

Veterans Benefits and Transitions Act of 2018 VA Pending Payment Compliance

In accordance with Title 38 US Code 3679 subsection (e), this school adopts the following additional provisions for any students using U.S. Department of Veterans Affairs (VA) Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA.

This school will not:

- Prevent the students' enrollment;
- Assess a late penalty fee to;
- Require student secure alternative or additional funding;
- Deny their access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution.

However, to qualify for this provision, such students may be required to:

- Produce the Certificate of Eligibility by the first day of class;
- Provide written request to be certified;
- Provide additional information needed to properly certify the enrollment as described in other institutional policies.

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 May for summer, 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 as of the day the statement is created. The Bill + Payment system reflects the most accurate account balance as changes to charges and financial aid are reflected within 24 hours of a change being made. 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. Any expected financial aid that is delayed or canceled for any reason will increase the student's account balance and payment due for the semester.

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 service fee of 2.95% or \$3.00, whichever is greater. 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 Semester: August 15
- Spring Semester: January 15
- Summer Term: May 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, 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 nonrefundable late confirmation fee. Students who do not have their payment arrangements completed by the tenth day of classes may have their registration canceled. 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 a similar right, as stated above, 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 Student Financial Services staff. 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 – 10%; thereafter – no refund.

For the exact dates of adjustment periods by semester, refer to the Academic Calendar. <https://www.pugetsound.edu/academic-calendars>

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.

Food 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, state, institutional aid, and/or VA benefits 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 for Title IV Federal Aid regulatory compliance. The Veterans Administration performs a separate and distinct calculation of VA benefit eligibility as a result of a student’s reduction in academic course load.

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, are subject to change.

Tuition for Graduate Degree Candidates 2024–25

Cost Per Unit

Master of Arts in Teaching (MAT)	\$4,540
Master of Occupational Therapy (MSOT)	\$7,870
Doctor of Occupational Therapy (OTD)	\$7,870
Doctor of Physical Therapy (DPT)	\$5,900
Master of Education (Med)	\$4,920
Master of Public Health (MPH)	\$3,595

Tuition charges for fractional unit courses will be based on the per unit rate.

MEd tuition rates apply only to courses that are part of the MEd program or are required for the MEd degree.

Some students beginning the MAT program take prerequisites as part of their undergraduate program. The prerequisites are EDUC 419 and EDUC 420 or their equivalent. If needed, prerequisites are offered at Puget Sound during the summer prior to the beginning of the program. Tuition for these prerequisites during summer term is \$5,622 per course.

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*.

Clinical Internship/Affiliation Fees

Physical Therapy Clinical Internship Fee	\$2,770
Occupational Therapy Clinical Affiliation Fee	\$3,460
Occupational Therapy OTD Capstone Experience Fee	\$10,870

Other Fees

Application for admission.	\$65
Late confirmation fee	
(for payment received after the payment deadline).	\$200
Late Payment Fee	
(for payment received after 15th each month)	\$25
Payment plan participation fee (per semester)	\$80
Returned check fee	\$25

Admission Deposits

Admission deposit (OT/DrOT/School of Education/MPH).	\$500
Admission deposit (DPT)	\$1000

Need-Based Financial Aid Programs

Federal Grants

The Teachers Education Assistance for College and Higher Education (TEACH) Grant is a program for graduate students who agree to teach in a high-need subject area in schools that serve students from low-income families. The commitment duration is for at least four complete academic years within eight years after completing or ceasing enrollment. If a recipient does not complete their service obligation, all TEACH Grant funds received will be converted to a Direct Unsubsidized Loan with interest charged from the date the TEACH Grant was disbursed.

Non-Need Based Financial Aid Programs

Unsubsidized Federal Direct Loan

Graduate students are eligible to borrow up to \$20,500 per academic year through the Federal Direct Unsubsidized Loan program. The interest on these loans begins to accumulate as soon as the funds are disbursed to the university. Interest may be paid on a monthly basis or capitalized so that payments do not need to be made while a student is enrolled. The interest rate is fixed at 7.05%. The Federal Unsubsidized Direct Loan has an origination fee of 1.057% that is subtracted from each disbursement. Interest rates and fees change annually. Repayment begins six months after a student has graduated or is no longer enrolled at least half-time.

PLUS Loan for Graduate Students

The Graduate PLUS Loan program allows students to borrow for any year in which they are enrolled at least half-time. The interest rate is currently fixed at 8.05%, the rate is reset each year by July 1. PLUS Loans have an origination fee of 4.228% that is subtracted from each disbursement. Interest rates and fees change annually. Information about the PLUS Loan is available on the Student Financial Services website at pugetsound.edu/sfs.

Private Loan Opportunities

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. Information about private loan programs is available at pugetsound.edu/loans.

Employment Opportunities

The Career and Employment Services Office (CES) is a resource center for students seeking part-time, temporary, and summer employment on campus and in the local community. Visit the CES website at pugetsound.edu/ces for more information.

Fellowships and Scholarships

A limited number of partial tuition fellowships are awarded to incoming Occupational Therapy and Physical Therapy graduate students who have demonstrated exceptional academic achievement in prior coursework. These fellowships are offered at the point of admission and recipients are notified along with their letter of acceptance to the program. Fellowship recipients are selected during the admission process using information on the admission application; no separate application is required.

Puget Sound's graduate scholarship program is composed of a limited number of scholarships provided through the financial commitments of Puget Sound alumni and friends. These scholarships are awarded to graduate students based on academic achievement and/

or financial need. Scholarship recipients are chosen by the department faculty.

Additional Sources of Assistance

WICHE. The Western Interstate Commission for Higher Education (WICHE) Student Exchange Program helps Occupational Therapy and Physical Therapy students from western states obtain access to fields of professional education not available in their home states. Residents of these participating western states must complete pre-professional requirements and meet admission standards for the desired program. Applicants residing outside of Washington interested in determining eligibility should contact the certifying officer of the state in which they reside. For further information visit: www.wiche.edu/psep.

Veterans Education Benefits. 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, 33, 1606, or 1607 benefits should contact the Veterans Affairs Coordinator in the Office of the Registrar located in Jones Hall, room 013; 253.879.3160. A student who qualifies for Chapter 31 Vocational Rehabilitation benefits should contact Student Financial Services located in Jones Hall, room 019; 253.879.3214.

All financial aid and scholarship information, including program eligibility, award amounts, and loan interest rates, is subject to change.

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University Registrar: Michael Pastore

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Assistant General Counsel and Chief Risk Management Officer:
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Senior Director, Office for Intercultural Engagement: Miriam Chitiga

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Senior Associate Dean of Students for Student Success: Debbie Chee
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Interim Director of University Relations Information Services:
Amelia Hooper
Director of University Relations Research: Amelia Hooper

FULL-TIME FACULTY

Ahn, Sun Young: Associate Professor, School of Business & Leadership
BS, Seoul National University, 2005
MS, Seoul National University, 2007
PhD, The University of Arizona, 2016

Alsaify, Baha: Visiting Assistant Professor, Mathematics and Computer Science
BS, Jordan University of Science and Technology, 2007
MS, University of Arkansas, 2009
PhD, University of Arkansas, 2012

Amato, Sara: Visiting Assistant Professor, Mathematics and Computer Science
BA, Assumption College, 2019
MS, Worcester Polytechnic Institute, 2021

Anderson-Connolly, Richard: Professor, Sociology and Anthropology
BA, University of Puget Sound, 1990
MS, University of Wisconsin Madison, 1993
PhD, University of Wisconsin Madison, 1997

Austin, Greta: Professor, Religion, Spirituality, and Society
BA, Princeton University, 1990
MA, University of Colorado Boulder, 1992
MPHIL, Columbia University, 1996
PhD, Columbia University, 2000

Babb, Kathryn: Assistant Professor,
BS, University of Idaho, 2007
MA, Gonzaga University, 2013

Barkin, Gareth: Professor, Sociology and Anthropology
BA, University of California Santa Cruz, 1995
AM, Washington University in St. Louis, 2000
PhD, Washington University in St. Louis, 2004

Behling, Laura: Professor, English
BA, Kalamazoo College, 1989
MS, Boston University, 1991
MA, Claremont Graduate University, 1992
PhD, Claremont Graduate University, 1997

Beyer, Tim: Professor, Psychology
BA, Washington University, 2001
PhD, University of California, Berkeley, 2006

Birlenbach, David: Visiting Assistant Professor, Geology
BS, University of Washington, 2011
MS, University of Illinois, 2014

Boisvert, Luc: Professor, Chemistry
BS, Sherbrooke University, 1999
PhD, Sherbrooke University, 2006

Boyles, Robert: Clinical Professor, Physical Therapy
BS, Eastern Washington University, 1989
MS, Baylor University, 1991
DSC, Baylor University, 2002

Brackett, LaToya: Associate Professor, African-American Studies
BA, Cornell University, 2006
MA, Michigan State University, 2011
PhD, Michigan State University, 2011

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

Brody, Nicholas: Professor, Communication Studies
BS, The University of Texas at Austin, 2005
MA, Arizona State University, 2009
PhD, The University of Texas at Austin, 2013

Brown, Gwynne: Professor, School of 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, Daniel: Professor, Chemistry
BA, Colorado College, 1996
PhD, University of Denver, 2006

Chambers, America: Associate Professor, Mathematics and Computer Science
BA, Swarthmore College, 2005
MS, University of California, Irvine, 2010
PhD, University of California, Irvine, 2013

Chepuri, Sunita: Assistant Professor, Mathematics and Computer Science
BA, Bowdoin College, 2014
MS, University of Minnesota, 2017
PhD, University of Minnesota, 2020

Chiu, David: Professor, Mathematics and Computer Science
BS, Kent State University, 2002
MS, Kent State University, 2004
PhD, Ohio State University Columbus, 2010

Christensen, Kirsten: Visiting Assistant Professor, German Studies
BA, Arizona State University, 1984
MA, Brigham Young University, 1991
PhD, University of Texas at Austin, 1998

Christoph, Julie: Professor, English
BA, Carleton College, 1993
MA, University of Wisconsin Madison, 1996
PhD, University of Wisconsin Madison, 2002

Claire, Lynnette: Professor, School of Business and Leadership
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BS, University of California, Davis, 1989
MS, University of Oregon, 2001
PhD, University of Oregon, 2005

Clapp, Sarah: Clinical Assistant Professor, School of Education
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MC, Arizona State University, 2018
PhD, Ohio State University Columbus, 2022

Clark, Cynthia: Visiting Assistant Professor, Psychology
BA, University of Colorado Boulder, 1996
MS, Colorado State University, 2000
PhD, Colorado State University, 2003

Coffman, Kirsten: Associate 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, University of Georgia, 2009
PhD, University of Georgia, 2013

Conteh, John: Associate Professor, School of Education
BA, Njala University, 2000
MS, University of Rochester, 2004
EDD, Argosy University, 2013

Corsilles-Sy, Cecille: Associate Professor, Occupational Therapy
BSOT, University of Washington, 1991
PhD, University of Washington, 2012

Corwin, Liz: Clinical Assistant Professor, Physical Therapy
BS, University of Oregon, 2011
DPT, Elon University, 2014

Full-Time Faculty

Crane, Johanna: Professor, Chemistry and Biochemistry
BS, Muskingum College, 1989
AM, Washington University in St. Louis, 1991
PhD, Washington University in St. Louis, 1994

Crawford, Isiaah: Professor, Psychology
BA, St Louis University Mo, 1982
MA, Depaul University, 1985
PhD, Depaul University, 1987

Crocker, Katherine: Assistant Professor, Biology
BA, Cornell University, 2009
MS, University of Michigan, 2013
MS, University of Michigan, 2018
PhD, University of Michigan, 2018

DeHart, Monica: Professor, Sociology and Anthropology
BA, University of California, Davis, 1994
MA, Stanford University, 1997
PhD, Stanford University, 2001

DeMotts, Rachel: Professor, Environmental Studies and Sciences
BA, Marquette University, 1995
MA, University of Wisconsin Madison, 2000
PhD, University of Wisconsin Madison, 2005

Dharba, Shravya: Visiting Assistant Professor, School of Business and Leadership
BSC, PSG College of Technology, 2016
MSC, Stevens Institute Tech, 2018
MBA, New Mexico State University, 2022

Dillman, Bradford: Professor, International Political Economy
BA, Ohio State University Columbus, 1984
MA, Columbia University, 1987
MPHIL, Columbia University, 1988
PhD, Columbia University, 1994

Doyle, Tracy: Professor, School of Music
BM, University of Massachusetts, Amherst, 1994
MM, University of Massachusetts, Amherst, 1998
DMA, Louisiana State University-Baton Rouge, 2005

Drake, Alexandria: Assistant Professor, Public Health
BA, Case Western Reserve University, 2013
MPH, Case Western Reserve University, 2014
PhD, Arizona State University, 2023

Duthely-Barbee, Regina: Associate Professor, English
BA, St Johns University, 2007
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PhD, St Johns University, 2017

Elliott, Joel: Professor, Biology
BS, University of Alberta, 1983
MS, University of Alberta, 1987
PhD, Florida State University, 1992

Erving, George: Professor, Honors
BA, Stanford University, 1977
MBA, University of Oregon, 1980
MA, St. John's College, 1995
MA, University of Washington, 1996
PhD, University of Washington, 2005

Erzen, Tanya: Professor, Religion
BA, Brown University, 1995
MPHIL, New York University, 1998
PhD, New York University, 2002

Ferrari, Lisa: Professor, Politics and Government
BA, Williams College, 1986
MA, Boston University, 1989
PhD, Georgetown University, 1998

Fields, Karl: Professor, Politics and Government
BA, Brigham Young University, 1983
MA, University of California, Berkeley, 1984
PhD, University of California, Berkeley, 1990

Fischer, Sara: Assistant Professor, Public Health
BA, Pennsylvania State University, 2006
MPH, University of Copenhagen, 2011
MPH, University of Sheffield, 2011
PhD, Georgetown University, 2022

Fisher, Amy: Associate Professor, Science, Technology, Health and Society
BS, Mount Allison University, 1999
MS, The University of Calgary, 2002
PhD, University of Minnesota, 2010

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BA, Gonzaga University, 2003
MPA, University of Washington, 2007
PhD, Ohio State University Columbus, 2014

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BS, Brown University, 1999
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BA, University of Puget Sound, 1995
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PhD, University of Wisconsin Madison, 2002

Gardner, Andrew: Professor, Sociology and Anthropology
BA, George Washington University, 1991
MA, The University of Arizona, 2000
PhD, The University of Arizona, 2005

Gessel, Megan: Associate Professor, Chemistry
BA, Whitman College, 2005
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BA, University of Puget Sound, 1989
MS, University of Oregon, 1991
PhD, University of Oregon, 1995

Gomez, Andrew: Associate Professor, History
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PhD, University of California, Los Angeles, 2015

Gray, Dawn: Clinical Assistant Professor, Physical Therapy
BS, San Jose State University, 1998
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BA, Santa Clara University, 1985
MA, University of Chicago, 1986
MAT, University of Chicago, 1990
PhD, University of Washington, 2000

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MS, University of Kentucky Lexington, 2016
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BA, Eastern New Mexico University, 2010
MOT, Western New Mexico University, 2012
OTD, Rocky Mountain University of Health
Professions, 2022

Hirmiz, Rand: Visiting Assistant Professor,
Philosophy
BA, McMaster University, 2016
MA, McMaster University, 2018

Hirsch, Mare: Assistant Professor, Art and
Art History
BM, Lawrence University Conservatory of
Music, 2012
MM, Shepherd School of Music, Rice
University, 2014
PhD, University of California Santa
Barbara, 2021

Hodum, Peter: Professor, Biology
BA, Bowdoin College, 1988
PhD, University of California, Davis, 1999

Holland, Suzanne: Professor, Religion
BA, Indiana University, 1978
MA, Louisville Seminary, 1991
PhD, Graduate Theological Union, 1997

Hong, Zaixin: Professor, Art
BA, Zhejiang University, 1982
MA, China National Academy of Fine
Arts, 1984
PhD, China National Academy of Fine
Arts, 1996

Hoyos Galvis, Jairo: Associate Professor,
Hispanic Studies
BA, Universidad De Los Andes,
Colombia, 2010
MA, Universidad De Los Andes,
Colombia, 2012
MA, University of Pittsburgh, 2013
PhD, University of Pittsburgh, 2016

Huang, Dorothy: Visiting Assistant Professor,
Chemistry and Biochemistry
BSC, National University of Singapore, 2015
MS, University of California, Irvine, 2020

Hutchinson, Robert: Professor,
School of Music
BA, California State University
Bakersfield, 1992
MM, Northern Arizona University, 1993
PhD, University of Oregon, 1998

Huynh, Tina: Assistant Professor,
School of Music
BA, Calif State University Long Beach, 2005
BM, Calif State University Long Beach, 2005
MM, University of Southern California, 2014
DMA, University of Southern California, 2019

Imbrigotta, Kristopher: Associate Professor,
German Studies
BA, Ohio University Athens, 2003
MA, University of Wisconsin Madison, 2006
PhD, University of Wisconsin Madison, 2013

Jacobson, Robin: Professor, Politics and
Government
BS, Johns Hopkins University Undergraduate
Admissions, 1996
PhD, University of Oregon, 2004

Johnson, Gregory: Visiting Assistant
Professor, Biology
BS, Whitworth University, 1997
PhD, Arizona State University, 2003

Johnson, Kristin: Professor, Science,
Technology, Health and Society
BA, University of Washington, 1997
MA, Oregon State University, 2000
PhD, Oregon State University, 2003

Johnson, Lisa: Professor, School of Business
and Leadership
BA, Indiana University Bloomington, 1996
MPA, Indiana University Bloomington, 1997
JD, Northwestern School of Law of Lewis &
Clark College, 2001
MFA, Pacific Lutheran University, 2010
PhD, Portland State University, 2011

Joshi, Priti: Professor, English
BA, University of Maryland, 1988
PhD, Rutgers University, 1998

Kapalczynski, Ania: Assistant Professor,
School of Business & Leadership
BA, University of Louisville, 2009
PhD, University of Texas San Antonio, 2017

Kashiwa, Amy: Clinical Associate Professor,
Occupational Therapy
BSOT, Colorado State University, 1994
OTD, Rocky Mountain University of Health
Professions, 2015

Kelley, Diane: Professor, French Studies
BA, The College of William and Mary, 1990
MA, University of California, Los
Angeles, 1993
PhD, University of California, Los
Angeles, 1998

Kendall, Chris: Associate Professor, Politics
and Government
BA, Miami University, 1994
JD, University of California, Berkeley, 2001
PhD, Princeton University, 2014

Kerkhoff, Andrew: Professor, Biology
BA, Rutgers College, 1990
MS, University of New Mexico,
Albuquerque, 1997
Ph.D, University of New Mexico,
Albuquerque, 2002

Kessel, Alisa: Professor, Politics and
Government
BA, Arizona State University, 1998
BS, Arizona State University, 1998
MA, Arizona State University, 2000
PhD, Duke University, 2006

Kigar, Sam: Associate Professor,
Religious Studies
BA, Reed College, 2006
MA, Duke University, 2014
PhD, Duke University, 2018

Kim, Jung: 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: Professor, School of Business
& Leadership
BA, Williams College, 1989
MBA, Portland State University, 2002
PhD, University of Oregon, 2012

Full-Time Faculty

Krughoff, Laura: Associate 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

Kupinse, William: Professor, English
BA, Colby College, 1989
MA, Bucknell University, 1995
MA, Vanderbilt University, 1996
PhD, Vanderbilt University, 1999

LaRocca, Denise: Clinical Assistant Professor,
Occupational Therapy
BS, Ithaca College, 1991
MS, University of South Carolina, 1995
MS, Tufts University, 2017
OTD, Tufts University, 2019

Lago-Grana, Pepa: Professor,
Hispanic Studies
LICEN, University of Santiago de
Compostela, 1991
MA, University of Nebraska - Lincoln, 1993
PhD, University of Nebraska - Lincoln, 1997

Lañcot, Brendan: Professor, Hispanic Studies
BA, Haverford College, 2000
MA, Columbia University, 2002
MPHIL, Columbia University, 2005
PhD, Columbia University, 2008

Latimer, David: Professor, Physics
BA, Vanderbilt University, 1998
MSC, University of Oxford, 1999
DPhil, University of Oxford, 2002

Lee, Ha Jung: Associate Professor,
Religious Studies
BSE, Duke University, 2000
JD, Seattle University, 2006
MA, Fuller Theological Seminary, 2010
MBE, Harvard Medical School, 2017
PhD, Boston University, 2019

Leuchtenberger, Jan: Professor,
Asian Studies
BA, Grove City College, 1986
MA, Monterey Institute International
Studies, 1995
MA, University of Michigan, 2001
PhD, University of Michigan, 2005

Lewin, Benjamin: Professor, Sociology and
Anthropology
BA, Trinity University, 1999
MA, University of Akron, 2001
PhD, Arizona State University, 2005

Li, Mengjun: Associate Professor,
Asian Studies
BA, Fudan University, 2007
MA, Ohio State University Columbus, 2009
PhD, Ohio State University Columbus, 2014

Liao, Sam: Professor, Philosophy
BA, Rutgers University, 2005
MA, University of Michigan, 2008
PhD, University of Michigan, 2011

Livingston, Grace: Professor, African
American Studies
BA, Jamaica Theological Seminary, 1984
MS, University of Wisconsin - Madison, 1991
PhD, University of Wisconsin - Madison, 2003

Looper, Julia: Professor, Physical Therapy
BS, Boston University, 1999
MSPT, Boston University, 2001
PhD, University of Michigan, 2008

Ludden, Mikiko: Instructor, Asian Languages
& Cultures
BA, Kyoto Sangyo University, 1979
MA, Ohio University Athens, 1986

Luo, Yu: Associate Professor, Sociology and
Anthropology
BA, Peking University, 2009
MPHIL, Yale University, 2012
PhD, Yale University, 2016

Ly, Pierre: Professor, International
Political Economy
BA, University of Toulouse, 2001
MA, University of Toulouse, 2002
PhD, University of Toulouse, 2007

MacBain, Tiffany Aldrich: Professor, English
BA, University of California, Davis, 1991
MA, California State University of
Sacramento, 1998
PhD, University of California, Davis, 2004

MacRae, Alistair: Artist-in-Residence,
School of Music
BA, Princeton University, 1996
MM, Manhattan School Music, 2000

Madlung, Andreas: Professor, Biology
Staatsexam, University of Hamburg, 1995
PhD, Oregon State University, 2000

Marcavage, Janet: Professor, Art and
Art History
BFA, University of the Arts, 1997
MFA, University of Wisconsin Madison, 2004

Martin, Mark: Professor, Biology
BA, University of California, Los
Angeles, 1980
PhD, Stanford University, 1986

Masden, Marissa: Assistant Professor,
Mathematics and Computer Science
BS, Walla Walla University, 2015
PhD, University of Oregon, 2023

Matthews, Jeffrey: Professor, School of
Business & Leadership
BS, Northern Arizona University, 1987
MBA, University of Nevada Las Vegas, 1990
MA, University of Nevada Las Vegas, 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

McCullen, Jennifer: Assistant Professor,
Psychology
AS, Rio Hondo College, 2014
BA, University of California, Irvine, 2016
M.ED, Vanderbilt University, 2018
PhD, Montana State University, 2022

McLellan, Kate: Clinical Instructor,
Occupational Therapy
BS, Michigan State University, 2003
MS, University of Puget Sound, 2012

McMillian, Danny: Clinical Professor,
Physical Therapy
BA, University of Texas San Antonio, 1989
MPT, Baylor University, 1991
DSC, Baylor University, 2003

McQuoid-Geason, Lauris: Visiting Assistant
Professor, Hispanic Studies
BA, University of Maryland, 2014
MA, Virginia Polytechnic Institute & State
University, 2016

Melchior, Aislinn: Professor, Classics
BA, University of Washington, 1998
MA, University of Pennsylvania, 2002
PhD, University of Pennsylvania, 2004

Mifflin, Amanda: Professor, Chemistry and
Biochemistry
BA, Wellesley College, 2001
PhD, Northwestern University, 2006

Milam, Garrett: Professor, Economics
BS, California Polytechnic State University, 1996
MA, University of California Santa Cruz, 1998
PhD, University of California Santa Cruz, 2002

Monaco, Andrew: Associate Professor, Economics
BA, William Paterson University, 2005
MA, University of Kansas, 2009
PhD, University of Kansas, 2012

Moore, David: Professor, Psychology
BA, Wheaton College, 1993
MS, University of Utah, 1998
PhD, University of Utah, 2001

Morris, Gerard: Professor, School of Music
BA, Western Michigan University, 1998
MA, University of Colorado Boulder, 2003
PhD, Northwestern University, 2013

Morton, Heidi: Associate Professor, School of Education
BA, University of Puget Sound, 1993
M.ED, University of Puget Sound, 1997
PhD, Oregon State University, 2018

Nakos, Jessica: Clinical Assistant Professor, Occupational Therapy
AGS, Collin Co Cmty College, 2012
BSC, Texas Womans University, 2014
MOT, Texas Womans University, 2016

Neighbors, Jennifer: Professor, History
BS, University of Virginia, 1996
MA, University of California, Los Angeles, 1999
PhD, University of California, Los Angeles, 2004

Neshyba, Steven: Professor, Chemistry
BA, Reed College, 1981
PhD, Yale University, 1990

Nguyen, Hannah: Visiting Assistant Professor, School of Business and Leadership
BA, Berea College, 2004
MBA, Fordham University, 2010

Norvell, Shelly: Clinical Associate Professor, Occupational Therapy
AA, Winona State University, 1993
BSOT, Virginia Commonwealth University, 1995
OTD, Chatham University, 2021

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

O'Neil, Patrick: Professor, Politics and Government
BA, University of Oregon, 1987
PhD, Indiana University Bloomington, 1994

Padula, Dawn: Professor, School of Music
BA, Trinity University, 1997
BM, Trinity University, 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: Professor, International Political Economy
BA, The Evergreen State College, 1998
MS, Cornell University, 2002
PhD, Cornell University, 2009

Pepper, Rachel: Professor, Physics
SCB, Brown University, 2002
BA, Cambridge University, 2004
MA, Harvard Undergraduate Admissions, 2006
PhD, Harvard Undergraduate Admissions, 2009

Perry, Lo Sun: Instructor, Asian Languages and Cultures
BA, TUNGHAI UNIVERSITY, 1984
MA, University of Washington, 1986

Pohl, Michael: Associate Professor, Exercise Science
BS, University of Bath - United Kingdom, 2002
PhD, University of Leeds, 2002

Price, Jake: Associate Professor, Mathematics and Computer Science
BS, Kalamazoo College, 2012
MS, University of Washington, 2012
PhD, University of Washington, 2018

Protasi, Sara: Associate Professor, Philosophy
BA, University of Roma La Sapienza, 2002
PhD, Alma Mater Studiorum - University of Bologna, 2007
MA, Yale University, 2012
MPHIL, Yale University, 2012
PhD, Yale University, 2014

Rajbhandari, Isha: Associate Professor, Economics
BA, Gettysburg College, 2011
MS, The Ohio State University, 2014
PhD, The Ohio State University, 2017

Ramakrishnan, Siddharth: Professor, Biology
BE, Birla Institute of Technology and Science, 2000
MS, University of Illinois Chicago, 2002
PhD, University of Illinois Chicago, 2005

Ratliff, Kim: Associate Professor, School of Education
BS, Fayetteville State University, 1997
M.ED, Campbell University, 2000

Reich, J. Brad: Professor, School of Business & 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
BA, Illinois Wesleyan University, 1977
PhD, University of Virginia, 1982

Richman, Elise: Professor, Art and Art History
BFA, University of Washington, 1995
MFA, American University - Washington DC, 2001

Roberts, Holly: Associate Professor, Physical Therapy
BA, Western Washington University, 1998
MSPT, US Army-Baylor University-Houston, 2000
DPT, Baylor University, 2007
PhD, Rocky Mountain University of Health Professions, 2020

Rogers, Brett: Professor, Classics and Ancient Mediterranean Studies
BA, Reed College, 1999
PhD, Stanford University, 2005

Rolim, Ronaldo: Assistant Professor, School of Music
BM, Oakland University, 2006
BM, Peabody Institute of the Johns Hopkins University, 2010
MM, Peabody Institute of the Johns Hopkins University, 2011
DMA, Yale School of Music, 2020

Full-Time Faculty

Rouse, Melvin: Associate Professor,
Psychology
BS, Virginia Polytechnic Institute & State
University, 2004
MA, Boston University, 2005
PhD, Johns Hopkins University Post-
Baccalaureate Premed, 2014

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, School of Music
BM, University of Michigan, 1997
MM, Rice University, 1999
DMA, University of Michigan, 2002

Scharrer, Eric: Professor, Chemistry
BS, Bates College, 1988
PhD, University of North Carolina Chapel
Hill, 1993

Sedano Naveira, Nagore: Assistant
Professor, Hispanic Studies
MA, University of Nevada Reno, 2013
PhD, University of Oregon, 2019

Sherman, Daniel: Professor, Environmental
Studies and Sciences
BA, Canisius College, 1995
BA, Victoria University Wellington, 1996
MA, Colorado State University, 1999
MA, Cornell University, 2002
PhD, Cornell University, 2004

Shew, Abbie: Visiting Assistant Professor,
Communication Studies
BA, University of Northern Iowa, 2016
BS, University of Northern Iowa, 2016
MA, University of Northern Iowa, 2018
PhD, University of Washington, 2022

Sidhu, Aimee: Clinical Associate Professor,
Occupational Therapy
AS, Cottey College, 1995
BSOT, Pacific University, 1998
MA, Texas Womans University, 2010
OTD, Mount Mary University, 2018

Simms, Renee: 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 College, 1999
MS, University of Wisconsin Madison, 2002
PhD, University of Wisconsin Madison, 2009

Smith, Jess K: Associate Professor,
Theatre Arts
BA, University of Puget Sound, 2005
MFA, Columbia University, 2011

Smith, Katherine: Professor, History
BA, Vassar College, 1998
MA, New York University, 1999
MPHIL, New York University, 2001
PhD, New York University, 2004

Sosa, Oscar: Associate 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

Soumaré, Rokiatou: Associate Professor,
French and Francophone Studies
MAITR, University of Perpignan Via
Domitia, 2000
DESS, University of Perpignan Via
Domitia, 2001
MA, University of Oklahoma, 2009
PhD, University of Oklahoma, 2016

Spivey, Amy: Professor, Physics
BS, Westmont College, 1996
MS, University of Colorado Boulder, 1999
PhD, University of Colorado Boulder, 2003

Steere, Jason: Clinical Assistant Professor,
Physical Therapy
BA, University of South Dakota
Vermillion, 1997
MA, University of South Dakota
Vermillion, 2000
tDPT, University of St. Augustine for Health
Sciences, 2008

Steere, Karin: Associate Professor,
Physical Therapy
BA, University At Buffalo (Suny), 1999
DPT, University of Puget Sound, 2009
PhD, Nova Southeastern University, 2022

Stockdale, Jonathan: Professor,
Religious Studies
BA, Kenyon College, 1987
MA, University of Chicago, 1993
PhD, University of Chicago, 2004

Struna, Jason: Associate Professor,
Sociology and Anthropology
BA, Metropolitan State University of
Denver, 2003
MA, University Colorado Denver, 2008
PhD, University of California, Riverside, 2015

Sultemeier, David: Visiting Assistant
Professor, Biology
BS, New Mexico State University, 2001
PhD, New Mexico State University, 2007

Swinth, Yvonne: Professor,
Occupational Therapy
BS, University of Puget Sound, 1984
MS, University of Washington, 1991
PhD, University of Washington, 1997

Thines, Bryan: Professor, Biology
BS, SUNY Plattsburgh, 2000
PhD, Washington State University, 2006

Thompson, Alisun: Assistant Professor,
School of Education
BA, University of California Santa Cruz, 1989
PhD, University of California Santa Cruz, 2014

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

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, Harvard University, 2002
PhD, Harvard University, 2007

Tubert, Ariela: Professor, Philosophy
BA, New York University, 1996
MA, The University of Texas at Austin, 2001
PhD, The University of Texas at Austin, 2005

Tullis, Alexa: Professor, Biology
BA, University of California, Berkeley, 1987
PhD, University of Chicago, 1994

Utrata, Jennifer: Professor, Sociology and
Anthropology
BA, University of Chicago, 1992
MA, University of California, Berkeley, 2001
PhD, University of California, Berkeley, 2008

Valentine, Michael: Professor, Environmental Studies and Sciences
BS, Suny Center Albany, 1975
MA, University of Washington, 1975
PhD, University of Washington, 1990

Warning, Matthew: Professor, Economics
BS, Auburn University, 1983
MS, University of California, Davis, 1988
MS, University of California, Berkeley, 1992
PhD, University of California, Berkeley, 1997

Watling, Renee: Professor,
Occupational Therapy
BS, University of Washington, 1992
MS, University of Washington, 1998
PhD, University of Washington, 2004

Weinberger, Seth: Professor, Politics and Government
BA, University of Chicago, 1993
MA, Georgetown University, 1994
PhD, Duke University, 2005

Weinstein, Maddie: Assistant Professor,
Mathematics and Computer Science
BS, Harvey Mudd College, 2016
PhD, University of California, Berkeley, 2021

Weiss, Stacey: Professor, Biology
BS, University of California, Los Angeles, 1991
PhD, Duke University, 1999

Wellington, Rebecca: Clinical Instructor,
School of Education
AB, Whitman College, 1997
Master Gen, Simmons College, 2002
MAT, Seattle University, 2005
PhD, University of Washington, 2017

Wesley, John: Professor, English
BA, The University of British Columbia, 2003
PhD, University of St Andrews, 2008

White, Heather: Visiting Assistant Professor,
Gender and Queer Studies Program
BA, Eastern University, 1997
M.Div, Princeton Theological Seminary, 2000
MA, Princeton University, 2004
PhD, Princeton University, 2007

Wiese, Nila: Professor, School of Business & Leadership
BS, Oklahoma State University, 1991
MIM, Baylor University, 1992
PhD, University of Oregon, 1996

Wolf, Bianca: Professor,
Communication Studies
BA, Arizona State University, 1998
PhD, University of Iowa, 2009

Woods, Carrie: Associate Professor, Biology
BS, University of Guelph, 2002
MS, University of Guelph, 2008
PhD, Clemson University, 2013

Woods, Wind: Associate 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
PhD, University of California Santa Barbara, 1982
MA, University of California Santa Barbara, 1984

Zopfi, Steven: Professor, School of Music
BM, University of Hartford, 1987
MFA, University of California, Irvine, 1992
DMA, University of Colorado Boulder, 2001



FACULTY EMERITI

Allen, Roger: Physical Therapy
BS, University of Kansas, 1976
MSED, University of Kansas, 1977
PhD, University of Maryland, 1979
BSPT, University of Washington, 1996

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

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

Balaam, David: International
Political Economy
BA, California State University Chico, 1972
MA, University of California Santa
Barbara, 1974
PhD, University of California Santa
Barbara, 1978

Barnett, Suzanne: History
BA, Muskingum College, 1961
MA, Harvard Undergraduate
Admissions, 1963
PhD, Harvard Undergraduate
Admissions, 1973

Barry, William: Greek, Latin, and Ancient
Mediterranean Studies
BA, Whitman College, 1980
MA, University of Michigan, 1984
PhD, University of Michigan, 1988

Bartanen, Kristine: Communication Studies
BA, Pacific University, 1974
MA, University of Iowa, 1975
PhD, University of Iowa, 1978

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

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

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

Beck, Terence: School of Education
BA, Seattle Pacific University, 1979
M.ED, University of Puget Sound, 1990
PhD, University of Washington, 2000

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

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

Bodine, Sigrun: Mathematics and
Computer Science
MA, San Diego State University, 1991
PhD, University of Southern California, 1998

Breitenbach, William: History
BA, Harvard Undergraduate Admissions, 1971
MPHIL, Yale University, 1975
PhD, Yale University, 1978

Butcher, Alva: School of Business and
Leadership
BS, Seattle University, 1964
MA, Columbia University, 1966
MBA, University of Washington, 1983
PhD, University of Washington, 1992

Cannon, Douglas: Philosophy
BA, Harvard Undergraduate Admissions, 1973
PhD, Massachusetts Institute of
Technology, 1982

Chandler, Lynette: Physical Therapy
BS, Simmons College, 1961
BA, University of Washington, 1967
M.ED, University of Washington, 1974
PhD, University of Washington, 1983

Clayson, Shelby: Physical Therapy
BS, University of Minnesota, 1960
MS, University of Colorado Boulder, 1966

Clifford, H. James: Physics
BS, University of New Mexico
Albuquerque, 1963
PhD, University of New Mexico
Albuquerque, 1970

Cousens, Francis: English
BA, California State University of Los
Angeles, 1956
MA, California State University
Northridge, 1963
PhD, University of Southern California, 1968

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

Davis, Thomas: Mathematics and
Computer Science
BA, Denison University, 1956
MS, University of Michigan, 1957
PhD, Cambridge University, 1963

DeMarais, Alyce: Biology
BS, University of Washington, 1985
PhD, Arizona State University, 1991

Despres, Denise: Interdisciplinary Humanities
MA, Indiana University, 1977
BA, University of Notre Dame, 1979
PhD, Indiana University, 1985

Dickson, John: School of Business and
Leadership
BA, Colorado College, 1965
MBA, Indiana University Bloomington, 1967
PhD, University of Oregon, 1974

Eggers, Albert: Geology
BS, Oregon State University, 1966
MA, Dartmouth College, 1968
PhD, Dartmouth College, 1971

Elliott, Gregory: Physics
BA, University of California Santa
Barbara, 1980
BS, University of California Santa
Barbara, 1980
MS, University of California, San Diego, 1982
PhD, University of California, San Diego, 1988

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

Fields, Ronald: Art and Art History
MA, University of Arkansas Fayetteville, 1960
PhD, Ohio University Athens, 1968

Finney, John: Sociology and Anthropology
BA, University of Puget Sound, 1967
MS, University of Wisconsin Madison, 1969
PhD, University of Wisconsin Madison, 1971

Frankel, Carol: School of Education
BA, Stanford University, 1964
MA, Stanford University, 1965

Garratt, Robert: Interdisciplinary Humanities
BA, San Jose State University, 1964
MA, San Jose State University, 1969
PhD, University of Oregon, 1972

Goldstein, Barry: Geology
BA, Cuny Queens College, 1975
MS, University of Minnesota, 1980
PhD, University of Minnesota, 1985

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

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

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

Greenfield, Peter: English
BA, University of Washington, 1972
PhD, University of Washington, 1981

Grunberg, Leon: Sociology and Anthropology
BA, University of Sussex, 1970
MA, University of Manchester, 1972
PhD, Michigan State University, 1979

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

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

Haltom, William: Politics and Government
BA, University of Washington, 1975
MA, University of Washington, 1978
PhD, University of Washington, 1984

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

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

Hodges, Richard: School of Education
BED, Oregon State University, 1952
BS, University of Oregon, 1953
MS, University of Oregon, 1958
EDD, Stanford University, 1964

Holm, Margo: Occupational Therapy
BS, University of Minnesota, 1968
M.ED, Pacific Lutheran University, 1978

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

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

Hulbert, Duane: School of Music
BM, Juilliard School, 1978
MM, Juilliard School, 1979

Hummel-Berry, Kathleen: Physical Therapy
BS, University of Washington, 1975
M.ED, University of Washington, 1978
PhD, University of Washington, 2001

Jackson, Martin: Mathematics and
Computer Science
BS, University of Puget Sound, 1984
MS, University of Oregon, 1985
PhD, University of Oregon, 1990

James, Anne: Occupational Therapy
BS, Western Michigan University, 1978
MS, Boston University, 1987
PhD, University of Connecticut, 2005

Jasinski, James: Communication Studies
BA, Northern Illinois University, 1978
MA, Northern Illinois University, 1980
PhD, Northwestern University, 1986

Johnson, Michael: Art and Art History
BFA, University of Massachusetts, 1992
MFA, University of Cincinnati, 1995

Kay, Judith: Religion, Spirituality, and Society
BA, Oberlin College, 1973
MA, Pacific School of Religion, 1978

Kirchner, Grace: School of Education
BA, Oberlin College, 1970
MA, Emory University, 1972
PhD, Emory University, 1975

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

Lamb, Mary Rose: Biology
BA, Reed College, 1974
PhD, Indiana University Bloomington, 1978

Lear, John: History
BA, Harvard College, 1982
MA, University of California, Berkeley, 1986
PhD, University of California, Berkeley, 1993

Lind, R. Bruce: Mathematics and
Computer Science
MS, University of Wisconsin Madison, 1964
PhD, University of Wisconsin Madison, 1972

Lindgren, Eric: Biology
BA, Walla Walla University, 1965
MA, Walla Walla University, 1966
PhD, University of North Carolina Chapel
Hill, 1972

Livingston, Lynda: School of Business and
Leadership
BA, The University of Texas at Austin, 1985
MS, Texas A&M University, College
Station, 1988
PhD, University of Washington, 1996

Loeb, Paul: Philosophy
BA, Cornell University, 1981
PhD, University of California, Berkeley, 1991

Lupher, David: Greek, Latin, and Ancient
Mediterranean Studies
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, Indiana University, 1974
PhD, Indiana University, 1976

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

Maxwell, Keith: School of Business and Leadership
BS, Kansas State University Manhattan, 1963
JD, Washburn University, 1966

McCuistion, John: Art and Art History
BA, California State Polytechnic University, Humboldt, 1971
MFA, University of Montana, 1973

McCullough, James: School of Business and Leadership
BS, University of California, Davis, 1965
MS, University of California, Davis, 1970
MBA, University of Houston, 1973
PhD, University of Washington, 1976

McGruder, Juli: Occupational Therapy
BS, Indiana University Bloomington, 1975
MA, University of Washington, 1994
PhD, University of Washington, 1999

Mehlhoff, Curtis: Chemistry and Biochemistry
BS, University of California, Berkeley, 1961
PhD, University of Washington, 1965
JD, University of Puget Sound, 1989

Moore, Sarah: Psychology
BA, Bowling Green State University, 1987
MA, Bowling Green State University, 1991
PhD, Bowling Green State University, 1993

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

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

Neel, Ann: Sociology and Anthropology
BA, University of California, Riverside, 1959
MA, University of California, Berkeley, 1965
PhD, University of California, Berkeley, 1978

Nowak, Margi: Sociology and Anthropology
BA, Medaille College, 1968
MA, University of Washington, 1975
PhD, University of Washington, 1978

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

Overman, Richard: Religion, Spirituality, and Society
BA, Stanford University, 1950
MD, Stanford University, 1954
MT, Claremont Graduate University, 1961
PhD, Claremont Graduate University, 1966

Owen, A. Susan: Communication Studies
BA, University of Alabama Tuscaloosa, 1976
MA, University of Alabama Tuscaloosa, 1978
PhD, University of Iowa, 1989

Peterson, Gary: Communication Studies
BS, University of Utah, 1960
MA, Ohio University Athens, 1961
PhD, Ohio University Athens, 1963

Pierce, Susan: English
AB, Wellesley College, 1965
MA, University of Chicago, 1966
PhD, University of Wisconsin Madison, 1972

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

Potts, David: History
BA, Wesleyan University, 1960
MA, Harvard Undergraduate Admissions, 1961
PhD, Harvard Undergraduate Admissions, 1967

Proehl, Geoffrey: Theatre Arts
BS, George Fox University, 1973
MFA, Wayne State University, 1977
PhD, Stanford University, 1988

Rickoll, Wayne: 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, University of Oregon, 1979
PhD, University of Oregon, 1984

Rocchi, Michel: Foreign Languages & Literature
BA, University of Puget Sound, 1971
MA, University of Puget Sound, 1972
PhD, University of Washington, 1980

Rowland, Thomas: Chemistry and Biochemistry
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

Ryken, Amy: School of Education
MPH, University of California, Berkeley, 1984
BA, Mills College, 1985
PhD, University of California, Berkeley, 2001

Sandler, Florence: English
BA, University of New Zealand, 1958
MA, University of New Zealand, 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, Stanford University, 1980
PhD, Stanford University, 1983

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

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

Smith, Bryan: Mathematics and Computer Science
BA, University of Utah, 1973
MS, University of Idaho, 1977
PhD, University of Idaho, 1982

Smith, David: History
BA, University of Bristol, 1963
MA, Washington University, 1965
PhD, University of Toronto, 1972

Smithers, Stuart: Religion, Spirituality, and Society
BA, San Francisco State University, 1980
MA, Columbia University, 1984
MPHIL, Columbia University, 1985
PhD, Columbia University, 1992

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

Sousa, David: Politics and Government
BA, University of Rhode Island, 1982
PhD, University of Minnesota, 1991

Stambuk, Tanya: School of Music
BM, Juilliard School, 1982
MM, Juilliard School, 1983
DMA, Rutgers University, 1994

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

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

Stirling, Kate: Economics
BA, Saint Martin's University, 1980
MA, University of Notre Dame, 1983
PhD, University of Notre Dame, 1987

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

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

Tepper, Jeffrey: Geology
AB, Dartmouth College, 1981
MS, University of Washington, 1985
PhD, University of Washington, 1991

Tinsley, David: Foreign Languages &
Literature
BA, Colorado College, 1976
MA, University of North Carolina Chapel
Hill, 1979
PhD, Princeton University, 1985

Tomlin, George: Occupational Therapy
BS, Massachusetts Institute of
Technology, 1972
MA, Boston University, 1979
MS, University of Puget Sound, 1983
PhD, University of Washington, 1996

Umstot, Denis: School of Business and
Leadership
BS, University of Florida, 1960
MA, Air Force Institute of Technology, 1967
PhD, University of Washington, 1975

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

Velez-Quinones, Harry: Foreign Languages &
Literature
BA, Washington University, 1982
MA, Harvard Undergraduate
Admissions, 1983
PhD, Harvard Undergraduate
Admissions, 1990

Veseth, Michael: International
Political Economy
BA, University of Puget Sound, 1972
MS, Purdue University West Lafayette, 1974
PhD, Purdue University West Lafayette, 1975

Walls, Kurt: Theatre Arts
BT, Willamette University, 1981
MFA, University of Washington, 1984

Warren, Barbara: Exercise Science
BS, Southwest Missouri State
University, 1973
MS, Indiana University Bloomington, 1974
PhD, Indiana University Bloomington, 1982

Wilbur, Kirsten: Occupational Therapy
BA, Luther College, 1983
BS, University of Puget Sound, 1985
MS, University of Puget Sound, 2008
EDD, University of Washington, 2016

Williams, Linda: Art and Art History
BA, University of California, Davis, 1984
BA, Sonoma State University, 1990
MA, The University of Texas at Austin, 1992
PhD, University of Washington, 2004

Wilson, Paula: School of Business and
Leadership
BA, University of Washington, 1978
PhD, University of Washington, 1989

Wilson, Roberta: Exercise Science
BS, University of California, Los Angeles, 1970
MS, University of California, Los
Angeles, 1973
PhD, University of Southern California, 1988

Wimberger, Peter: Biology
BA, University of Washington, 1982
PhD, Cornell University, 1991

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

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

Woodward, John: School of Education
BA, Pomona College, 1973
MA, University of Oregon, 1977
PhD, University of Oregon, 1985

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	or 800.396.7192	
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2024-2025 ACADEMIC CALENDAR

Fall 2024 Semester

August 15, 2024	Thursday	Payment Deadline
August 22, 2024	Thursday	Open Registration for Fall Closes for Continuing Students
August 23, 2024	Friday	New Student Orientation Check-in, Open at 9 AM
August 23, 2024	Friday	Dining Services Opens, 7 AM
August 23, 2024	Friday	Residential Facilities Open for New Students, 9 AM
August 23-30, 2024	Friday-Friday	Orientation Week
August 30, 2024	Friday	Residential Facilities Open for Continuing Students, 9 AM
September 2, 2024	Monday	Labor Day (No Classes)
September 3, 2024	Tuesday	Classes Begin
September 3, 2024	Tuesday	Add/Drop and Audit Registration Begins
September 10, 2024	Tuesday	Last Day to Select Credit/No Credit Option
September 10, 2024	Tuesday	Last Day to Add or Audit Classes
September 27, 2024	Friday	Application Deadline for Spring/Summer/Fall 2025 Graduation
September 13, 2024	Friday	Spring/Summer Incomplete Work Due to Instructor
September 16, 2024	Monday	Last Day to Drop Without Record
September 16, 2024	Monday	Last Day to Drop Enrollment or Withdraw with 100% Tuition Adjustment
September 16, 2024	Monday	Last Day to Change Meal Plan
September 18, 2024	Wednesday	Last Day to Request Religious Accommodations
September 20, 2024	Friday	Spring/Summer Incomplete Grades Due
September 27, 2024	Friday	Last Day to Withdraw with 50% Tuition Adjustment
October 11, 2024	Friday	Last Day to Withdraw with 25% Tuition Adjustment
October 18, 2024	Friday	Mid-Term
October 21-22, 2024	Monday-Tuesday	Fall Break (No Classes)
October 23, 2024	Wednesday	Mid-Term Grades Due, Noon
October 25, 2024	Friday	Last Day to Withdraw with 10% Tuition Adjustment
November 8-15, 2024	Friday-Friday	Registration for Spring Term
November 22, 2024	Friday	Last Day to Withdraw from Classes
November 25, 2024	Monday	Open Registration Begins (continuing and transfer students)
November 27, 2024	Wednesday	Dining Services Closes, 3 PM
November 27, 2024	Wednesday	Travel Day (no classes)
November 28-29, 2024	Thursday-Friday	Thanksgiving Holiday
December 11, 2024	Wednesday	Last Day of Classes
December 12-13, 2024	Thursday-Friday	Reading Period (No Classes)
December 16-20, 2024	Monday-Friday	Final Examinations
December 20, 2024	Friday	Dining Services Closes, 6 PM
December 21, 2024	Saturday	All Residential Facilities Close, Noon
January 6, 2025	Monday	Fall Semester Grades Due, Noon

2024-2025 Academic Calendar

Spring 2025 Semester

January 15, 2025	Wednesday	Payment Deadline
January 16, 2025	Thursday	Open Registration for Spring closes for Continuing Students
January 18, 2025	Saturday	Dining Services Opens, 8 AM
January 17-18, 2025	Friday-Saturday	Orientation for New Students
January 18, 2025	Saturday	Residential Facilities Open for All Continuing Students, 9 AM
January 20, 2025	Monday	Martin Luther King, Jr. Birthday (No Classes)
January 21, 2025	Tuesday	Classes Begin
January 21, 2025	Tuesday	Add/Drop and Audit Registration Begins
January 28, 2025	Tuesday	Last Day to Add or Audit Classes
January 28, 2025	Tuesday	Last Day to Select Credit/No Credit Option
January 31, 2025	Friday	Fall Incomplete Work Due to Instructor
February 3, 2025	Monday	Last Day to Drop Without Record
February 3, 2025	Monday	Last Day to Drop Enrollment or Withdraw with 100% Tuition Adjustment
February 3, 2025	Monday	Last Day to Change Meal Plan
February 5, 2025	Wednesday	Last Day to Request Religious Accommodations
February 7, 2025	Friday	Fall Incomplete Grades Due
February 14, 2025	Friday	Last Day to Withdraw with 50% Tuition Adjustment
February 28, 2025	Friday	Last Day to Withdraw with 25% Tuition Adjustment
March 14, 2025	Friday	Last Day to Withdraw with 10% Tuition Adjustment
March 14, 2025	Friday	Mid-Term
March 17-21, 2025	Monday-Friday	Spring Break
March 24, 2025	Monday	Classes Resume
March 24, 2025	Monday	Mid-Term Grades Due, Noon
April 4, 2025	Friday	Registration for Summer Begins
April 7, 2025	Monday	Registration for Fall Term
April 18, 2025	Friday	Last Day to Withdraw from Classes
April 21, 2025	Monday	Open Registration for Fall Begins (Continuing and Transfer Students)
April 30, 2025	Wednesday	Last Day of Classes
May 1-2, 2025	Thursday-Friday	Reading Period (No Classes)
May 5-9, 2025	Monday-Friday	Final Examinations
May 9, 2025	Friday	Dining Services Closes, 6 PM
May 10, 2025	Saturday	Residential Facilities Close for Non-Graduating Students, Noon
May 10, 2025	Saturday	Convocation, 2 PM
May 11, 2025	Sunday	Baccalaureate, 10 AM
May 11, 2025	Sunday	Commencement, 2 PM
May 12, 2025	Monday	Residential Facilities Close for Graduating Seniors, Noon
May 21, 2025	Wednesday	Spring Semester Grades Due, Noon
Summer Session I		
May 12, 2025	Monday	Summer Session I Begins
May 12, 2025	Monday	Add/Drop and Audit Registration Begins (Summer Session I)
May 15, 2025	Thursday	Last Day to Select Credit/No Credit Option
May 15, 2025	Thursday	Last Day to Add a Class (Summer Session I)
May 15, 2025	Thursday	Last Day to Register for Audit (Summer Session I)
May 16, 2025	Friday	Last Day to Drop Without Record (Summer Session I)
May 16, 2025	Friday	Last Day to Drop Enrollment or Withdraw with 100% Tuition Adjustment (Summer Session I)
May 26, 2025	Monday	Memorial Day (No Classes)
May 30, 2025	Friday	Last Day to Withdraw with 50% Tuition Adjustment (Summer Session I)
June 13, 2025	Friday	Last Day to Withdraw from Classes (Summer Session I)
June 20, 2025	Friday	Summer Session I Ends
June 30, 2025	Monday	Summer Session I Grades Due, Noon

Summer Session II

June 23, 2025	Monday	Summer Session II Begins
June 23, 2025	Monday	Add/Drop and Audit Registration Begins (Summer Session II)
June 26, 2025	Thursday	Last Day to Select Credit/No Credit Option
June 26, 2025	Thursday	Last Day to Add a Class (Summer Session II)
June 26, 2025	Thursday	Last Day to Register for Audit (Summer Session II)
June 27, 2025	Friday	Last Day to Drop Without Record (Summer Session II)
June 27, 2025	Friday	Last Day to Drop Enrollment or Withdraw with 100% Tuition Adjustment (Summer Session II)
July 4, 2025	Friday	Independence Day Holiday Observed (No Classes)
July 11, 2025	Friday	Last Day to Withdraw with 50% Tuition Adjustment (Summer Session II)
July 25, 2025	Friday	Last Day to Withdraw from Classes (Summer Session II)
August 1, 2025	Friday	Summer Session II Ends
August 11, 2025	Monday	Summer Session II Grades Due, Noon

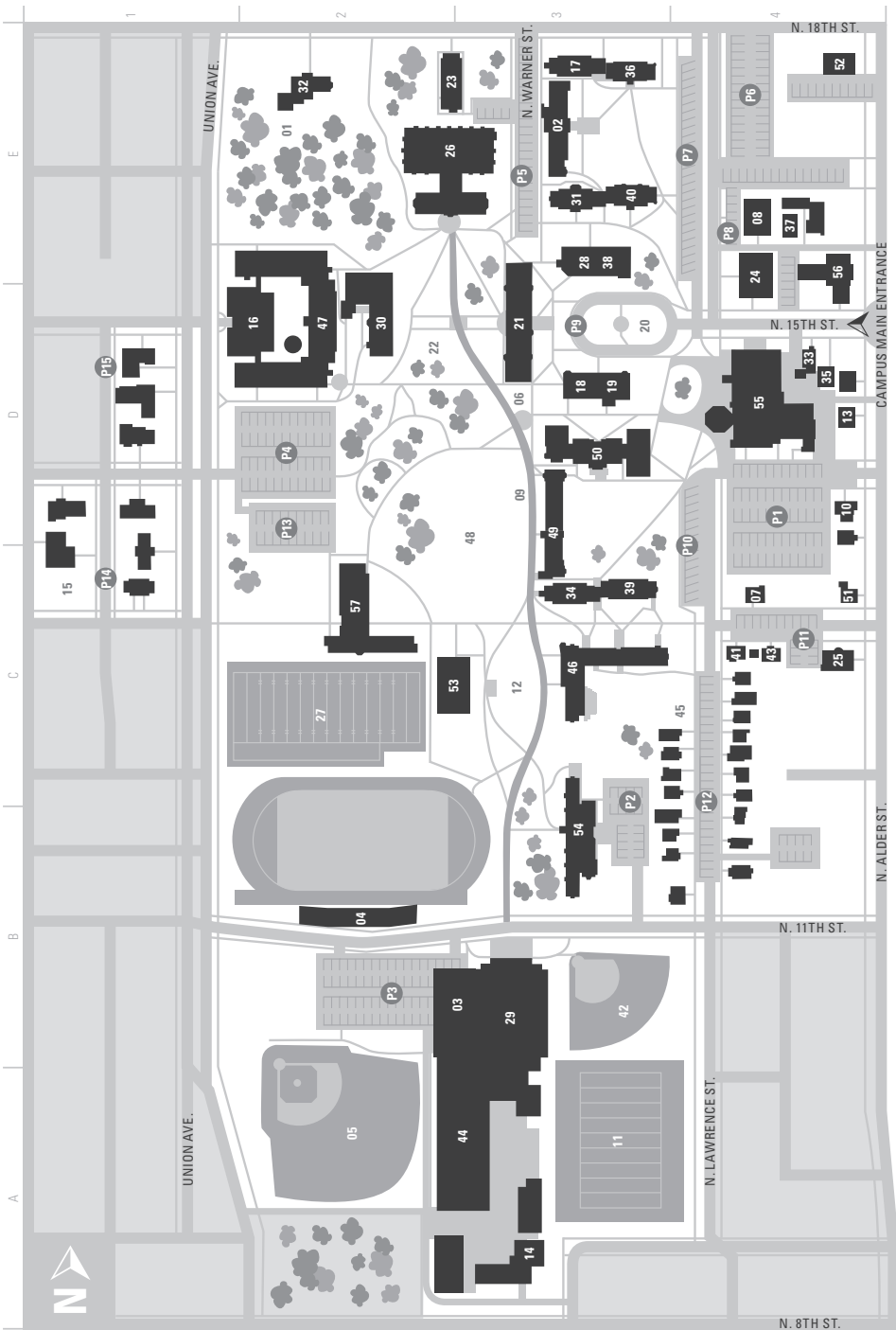
Summer Term A (School of Education)

June 9, 2025	Monday	Summer Session A (SOE) Begins
June 9, 2025	Monday	Add/Drop and Audit Registration Begins (Summer Session A)
June 12, 2025	Thursday	Last Day to Select Credit/No Credit Option
June 12, 2025	Thursday	Last Day to Add a Class (Summer Session A)
June 12, 2025	Thursday	Last Day to Register for Audit (Summer Session A)
June 13, 2025	Friday	Last Day to Drop Without Record (Summer Session A)
June 13, 2025	Friday	Last Day to Drop Enrollment or Withdraw with 100% Tuition Adjustment (Summer Session A)
June 19, 2025	Thursday	Juneteenth Holiday Observed (No Classes)
July 3, 2025	Thursday	Last Day to Withdraw with 50% Tuition Adjustment (Summer Session A)
July 11, 2025	Friday	Last Day to Withdraw from Classes (Summer Session A)
August 1, 2025	Friday	Summer Session A (SOE) Ends
August 11, 2025	Monday	Summer Session A Grades Due, Noon

Summer Term B (First Year Inside Puget Sound)

August 11, 2025	Monday	Term FYI Begins
August 22, 2025	Friday	Last Day to Drop Without Record (FYI)
August 21, 2025	Thursday	Term FYI Ends
September 2, 2025	Tuesday	Term FYI Grades Due, Noon

UNIVERSITY OF PUGET SOUND | CAMPUS MAP



- BUILDINGS**
- 1 Alcorn 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 Student Support (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 Greek Houses (D-1)
 - 16 Harned Hall/Oppheimer Café (D-1)
 - 17 Harrington Residence Hall (E-3)
 - 18 Howarth Hall (D-3)
 - 19 Human Resources (D-3)
 - 20 Jones Circle (D-3)
 - 21 Jones Hall/Alumni and Parent Relations/Norton Clapp Theatre (D-3)
 - 22 Kardon Quad (D-2)
 - 23 Kilworth Memorial Chapel (E-2)
 - 24 Kirtledge Hall and Art Gallery (D-4)
 - 25 Langlow House (C-4)
 - 26 Library, Collins Memorial (E-2)
 - 27 Lower Baker Field (C-2)
 - 28 McIntyre Hall (E-3)
 - 29 Memorial Fieldhouse/Pampin Sports Center (B-3)
 - 30 Music Building/Schneebeck Concert Hall (D-2)
 - 31 Oppenheimer Hall (E-3)
 - 32 President's House (E-2)
 - 33 Print and Copy Services (D-4)
 - 34 Register Residence Hall (C-3)
 - 35 Residential Experience (D-4)
 - 36 Schiff Residence Hall (E-3)
 - 37 Sculpture Building (E-4)
 - 38 Security Services (E-3)
 - 39 Seward Residence Hall (C-3)
 - 40 Smith Residence Hall (E-3)
 - 41 Social Justice Center (C-4)
 - 42 Softball Field (B-3)
 - 43 Student Diversity Center (C-4)
 - 44 Tennis Pavilion (A-2)
 - 45 Theme House Row (C-3)
 - 46 Thomas Hall (C-3)
 - 47 Thompson Hall (D-2)
 - 48 Todd Field (C-2)
- PARKING KEY**
- C Commuter Student
 - F Faculty/Staff
 - P Clinic Patient
 - R Resident
 - V Visitor
 - W Wheelchair accessible
- PARKING-SECONDARY**
- P7 C F R W (E-4)
 - P8 F W (E-4)
 - P9 V (D-3)
 - P10 C F R W (C-4)
 - P11 C F R W (C-4)
 - P12 C F R W (B-4)
 - P13 C F R W (D-2)
 - P14 C F R W (C-1)
 - P15 C F R W (D-1)
- PARKING-MAIN**
- P1 C F V W (C-4)
 - P2 W (B-3)
 - P3 C F R V W (B-2)
 - P4 C F R V W (D-2)
 - P5 F V W (E-3)
 - P6 C F R V W (E-4)
- PARKING KEY**
- 56 Wilson Welcome Center/Admission (E-4)
 - 57 Wyatt Hall (C-2)
- BUILDING KEY**
- Wheelchair accessible entrance(s) and all/most floors
 - ▲ Wheelchair accessible entrance(s) and one floor
 - Wheelchair accessible restrooms
 - Gender neutral restrooms
- 49 Todd/Phibbs Residence Hall (D-3)**
- 50 Trimble Residence Hall/Trimble Forum (D-3)**
- 51 University Club (C-4)**
- 52 University of Puget Sound Garden (E-4)**
- 53 Warner Gymnasium (C-2)**
- 54 Weyerhaeuser Hall/Mobility Park (B-3)**
- 55 Wheelock Student Center/The Cellar/Divisions Café/Logger Store/Rasmussen Rotunda/Student Involvement and Programs/University Chaplain (D-4)**

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