

Augsburg College Interim

The interim is an integral part of the school year at Augsburg College. It is particularly intended to be a time for both students and faculty to employ styles of teaching and learning and to investigate questions and topics in places and ways not possible during the regular term. Since one course equals a full time load, **students should plan to spend the same amount of time in class and preparing for class as they would for a four course load during Fall and Spring semesters.**

Calendar

November 9-12	Interim Registration
December 7	Late Interim Registration
January 4	First Day of Interim
	Class I 9:00 a.m.
	Class II 1:00 p.m.
January 5	Last day for cancel/add
January 7	Last day for determining grading system with Registrar
January 18	Beginning of certain half credit courses*
January 22	Last day for cancelling courses
January 29	Interim ends

The interim day is divided into two blocks of time:

I - 8:00 - 12:00 Noon

II - 1:00 - 5:00 p.m.

The number and length of class meetings as well as the beginning time will be arranged the first day of class.

*Students enrolling in half-credit courses should consult the Registrar's Office for dates for cancel/add and to determine the grading system.

Essential Information

One course is considered a full time load during interim and no student is permitted to register for more than one course credit during the period.

There is no tuition refund for a student who chooses not to enroll in an interim course.

Most interim courses are graded traditionally on a scale of 4.0 to 0. Students generally have the option to register on a Pass/No credit basis. A few interim courses are graded only on the P/N system; this is indicated in the course description.

Some courses are offered with either upper or lower division standing. Such interim courses have two numbers listed and the student must select. Students registering for upper division standing should anticipate additional assignments and a more rigorous grading standard.

To graduate, an Augsburg student is required to complete 35 courses of which at least three must be interim courses (or one interim less than the number of years of full time enrollment at Augsburg; e.g., a transfer enrolled full time for two years is required to complete one interim for graduation.)

POSTMASTER

Volume 112, Number 3

Fall 1981

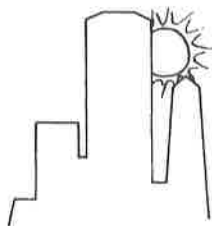
612/300-1001

AUGSBURG COLLEGE (USPS #490-310) is published four times a year in Spring, Summer, Fall, and Winter by Augsburg College, 731 21st Avenue South, Minneapolis, MN 55454. Second-class postage paid at Minneapolis, Minnesota.

2/Interim

This Catalog

This catalog lists courses by departments with departments listed in alphabetical order. Augsburg Interims Abroad are identified by a special travel symbol. At the end of the book are listings of other courses not offered by Augsburg but recognized by the College for interim credit, and a variety of Lifetime Sports. Further descriptions and information about these courses are available in the Interim Office, Memorial 230.



Options

June Interim — At least one interim course will be offered in the June 1982 session of summer school (see listing under Education) in lieu of January term with no additional tuition charge. Students planning to elect the June interim must register at the time of interim registration in the fall. Students wishing to take the June interim in addition to the January one will be required to pay the regular summer course tuition.

International Interims—Students are invited to consider being part of one of the five overseas interims offered by Augsburg College during January 1982. These interims are under these departments:

English — Theatre in London

Religion — Israel, Ancient and Modern

— **The Confrontation of Cultures and Religions in Hawaii**

Social Work — Social Service and Public Policies in a Developing Country: Egypt, 1982

Health and Physical Education — Sailing in the Virgin Islands

Other international interims are available through Upper Midwest Association for International Education (UMAIE) and St. Olaf College.

Further academic description, travel details and cost estimates are available in the Interim Office and from Mary Kingsley in the International Center, Memorial 229.

Students interested in participating in one of these international interims should apply in the International Center before November 1. Additions to the overseas groups usually cannot be made after October.

Internships—Internships are open to students who continue an internship from the fall term or who begin an internship which will continue into the spring term. Students electing an internship interim are to present a completed internship learning contract to the Internship Office (Memorial 230) no later than Tuesday, November 17.

Independent or Directed Study — Students may elect a program of independent study (upper division 499) or directed study (lower division 299) for interim. Faculty members are strongly discouraged from accepting responsibility for more than one independent or directed study per interim. Students choosing to pursue independent or directed study must:

- A. Meet departmental requirements,
- B. Present to the Interim Director for approval a copy of the proposed study plan approved by the supervising faculty member. This proposal must be submitted at least one week before registration and not later than November 2. Appropriate study proposal forms can be obtained in the Interim Office.

Interims at Other Schools — Augsburg students may enroll at any other 4-1-4 institution which offers a reciprocal interim arrangement. Catalogs of these interims can be consulted in the Interim Office. The Interim Secretary will help students in applying for registration at other schools. Registration for interims at the other Twin Cities colleges will be done at Augsburg during the regular registration period. Most courses taught during the interim at other 4-1-4 schools are accepted for credit by Augsburg, but may not necessarily be accepted as meeting Augsburg's distribution requirements. This qualification particularly affects courses offered for the Religion requirement.

Non-Augsburg Students

Augsburg College welcomes students from other 4-1-4 schools for the January interim without tuition charges provided the student's home institution agrees not to charge tuition to Augsburg students for the January term. The waiver of tuition does not include special fees, housing or board costs. Other students will be charged \$600 for the interim course.

Students interested in registering for an Augsburg Interim should write to the Interim Director for application forms or use the forms provided by the interim office at their own school. These students are welcome to stay on campus but are not required to do so. Requests for interim housing should be made to the Interim Office.

Augsburg Policy

Augsburg College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, creed, national and ethnic origin in employment practices or administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs.

Need More Help?

Check with:

- The Interim Office (Memorial 230),
- The Interim Secretary, Lorraine Stieper at 330-1025, or
- The Interim Director, Dr. Don Gustafson at 330-1192 (Memorial 114b).

Courses

Location Key	L-Library Building M-Music Hall OM-Old Main P-Psychology Building S-Science Hall
---------------------	----------------------------------------------------------------------------------------------

Jewelry

Art 150 - 4003

Instructor: Norman Holen

You are introduced to copper, brass, pewter, and silver and you learn how to cut, shape, enamel and cast these metals.

The supplies you need will vary according to the projects we choose. We try to provide the necessary equipment and re-usable items.

There is no text and there are no tests. You are graded on your pieces.

Distribution: Art - Music

Time: II

OM 1

16mm Film-Making I - Film-Making II

Art 242 - 4001, 342 - 4002

Instructor: Paul Rusten

The procedure, techniques and philosophy of 16mm film-making for expression/communication.

Using professional 16mm equipment, students in teams will produce short black and white synchronized sound motion pictures.

Students who have successfully completed Film-Making I (or equivalent) may take Film-Making II, producing an advanced film project within the same class-schedule and time-frame as Film-Making I.

Fee: \$75.00 for filmstock and equipment rental

Prerequisites for 342: Film-Making I or equivalent

Distribution: Art - Music

Time: II

OM 17

Ethical Issues in the Life Sciences

Bio 106 - 4113

Instructor: Ralph Sulerud

We are living in a period of biological revolution which seems likely to continue. Many of the developments will increasingly result in dramatic changes in ethical thinking and the formulation of public policy. Questions such as these must be effectively addressed: What are the rights of the unborn? Should biologists be allowed to work on any type of research no matter where it leads? Does the idea of a moral responsibility toward the environment make sense? What ethical and social problems would arise as a result of cloning people? Is recombinant DNA research likely to create more problems than it solves? Is euthanasia ever justified? It is intended that this course should provide at least a small part of the background necessary to answer such questions and make responsible ethical choices.

Each topic will be introduced by the instructor or a guest, but much of the class time will be spent discussing assigned readings and various viewpoints. Formulation of a brief position paper on one of the issues will be required. Grades will be based on the paper, class participation and examination results.

Distribution: Chemistry - Biology

Time: I

S 205

Wetland Ecology

Bio 311 - 4114

Instructor: Roberta Lammers

In wetland ecology we will study the complexity, variety and importance of freshwater wetlands (i.e., bogs, marshes, fens, swamps, etc.). We will study the physical aspects of these wetlands as well as the interrelationships of some of their major organisms like sedges, insects, and sphagnum. Students will be required to pursue independent reading on wetland organisms of particular interest to them. The course will consist of reading and discussion as well as lab work identifying organisms collected in northern Minnesota during the summer by the instructor. We shall examine critically the potential of Minnesota's wetlands as an energy source. There will be local field trips depending on the weather. Grading will be on the basis of one test and the presentation (written or oral) of the independent reading.

Prerequisites: BIO 111, 112

Time: I

S 213

The Biology of Aging

Bio 385 - 4115

Instructor: Robert Herforth

At some time or another in our lives most of us will either directly experience aging or be influenced by people undergoing age-related changes. This course will concentrate on the biological aspects of such changes. What is the nature of these age-related changes? What factors influence the rate of aging? Do cells isolated from the body show aging? Is aging the result of deterioration of certain cells or tissues of the body? What are the current theories as to the biological basis of aging? Is aging controlled by a biological clock? These and other questions will be addressed in this course by means of classroom lectures and discussions of assigned readings. Evaluation will be based on several quizzes and exams given during the course.

Prerequisites: BIO 111

Time: I

S 212

Introduction to Chemistry

Chm 104 - 4116

Instructor: John Carlson

A course in basic principles of chemistry for those who have never studied chemistry before. Included are concepts of measurement, atomic and molecular structure, types of reactions, solutions, acids and bases, and an introduction to organic chemistry. Many applications to life processes and environmental concerns are made. Lectures and demonstrations; no lab; no term papers. Two hours lecture per day, five days a week; quizzes, three longer examinations plus a final. Not open to any with prior study of chemistry. Does not count toward a major or a minor in chemistry. Credit for both 104 and either 105, 109, or 115 not allowed.

Distribution: Chemistry - Biology

Time: I

S 320

6/Interim

Laboratory Introduction to Chemistry

Chm 113 - 4117

Instructor: Earl Alton

Finding which chemicals are in a solution (qualitative analysis) is a challenging way of learning some principles of chemistry. This course will use laboratory experiments coupled with an essentially non-mathematical explanation of the chemistry involved to provide an introduction to chemistry. The laboratory work will center on solving chemical unknowns. There will be several lecture-discussion sessions each week and about three hours of laboratory each day. Grading will be based upon solving unknowns and a few quizzes.

Prerequisites: High School Chemistry

Distribution: Chemistry - Biology

Time: I (Lectures 11:00-12:00 N) Time: II (Lab 1:00-4:00 p.m.)

S 318

Introduction to Clinical Chemistry

Chm 205 - 4118

Instructor: Arlin Gyberg

A few years ago diagnostic medicine was principally a matter of collecting information about symptoms to diagnose an illness. Occasionally laboratory tests were made to support the diagnosis. Although collecting information about symptoms is still an integral part, diagnostic medicine has progressed to the point where laboratory tests are routinely performed and may result in a diagnosis different from the one indicated by the symptoms. This course introduces some of the types of chemical problems significant in medicine and methods of chemical analysis used in the clinical chemistry laboratory. Lectures, films, occasional laboratory experience, and at least one field trip to a clinical laboratory will be used in the course; evaluation will be by frequent quizzes and a final exam.

Prerequisites: CHM 106, 116, or 223

Time: I

S 315

Economics of Urban Issues

Eco 120 - 4119

Instructor: Ed Sabella

Study of economic implications of problems facing a metro-urban environment. Basic micro-economic tools employed.

Distribution: Urban Studies

Time: II

OM 13

Learning Styles, Teaching Styles

Ede 227 - 4125

Eds 227 - 4126

Instructor: Marie McNeff

Like individual differences among students, variations in learning styles are numerous. Some students learn better by discussion, others by listening and others by working on their own. Students differ in learning style which means that certain educational approaches are more effective than others for particular students.

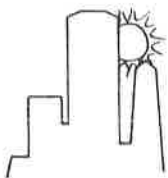
Have you had professors that held you spellbound in their classes? Have you had their counterpart where you struggled to stay awake? The professor may have used a teaching style that was or was not compatible with your learning style.

This course will explore research being done in the areas of teaching and learning styles. Students will participate in a learning style inventory to help identify how they learn best.

This course is offered through the Education Department, but is definitely open to all students.

Time: 11

L 1



Discovery in the World of Kindergarten

Ede 375 - 4124

Instructor: Laretta Pelton

This course is a study of the kindergarten curriculum, an exploration of resources and materials and a review of teaching approaches.

Laboratory requirement: Five half days in a kindergarten classroom. This is to be arranged by the student after consultation with the instructor. The laboratory experience should have taken place prior to the course itself.

The course is a prerequisite to student teaching at the kindergarten level and to obtaining a license for teaching at that level.

Prerequisites: Consent of instructor

Time: Summer Interim

L 4

Student Teaching

Eds 481 - 4120

Eds 482 - 4121

Eds 483 - 4122

Eds 484 - 4123

Instructor: Sheldon Fardig

Observing and directing learning under supervision of college and secondary school personnel. This is a full day experience in a school.

Prerequisites: Acceptance in Education Program and permission of instructor.

Time: 1

L 6

8/Interim

People Under Pressure

Eng 211 - 4130

Instructor: Barbara Andersen

The child, the youth, the middle-aged, the old, all live under pressure—political, social, religious and personal. What these pressures are and how people cope with them provide the focus for the course. This is not, however, a course in depression, for pressure and stress often have positive results. And many people respond to pressure with courage, grace and even wit. We will read several genres, mostly of the 20th century, and works that are not usually covered in literature courses. Among the works being considered are Waters, *The Man Who Killed the Deer*; Potok, *My Name is Asher Lev*; Brautigan, *Trout Fishing in America*; Wright, *Native Son*; Pym, *Excellent Women*; Hassler, *Simon's Night*; Lindbergh, *Gift from the Sea*; Turgenev, *Fathers and Sons*; Albee, *The American Dream* and *The Zoo Story*; Anderson, *I Never Sang for My Father*; Gordon, *Final Payments*. Students will have some choice of works to read.

Evaluation will be based on discussions, some in-class writing, reading quizzes, oral reports (optional) and two examinations.

Distribution: English - Speech, Communication & Theater Arts

Time: I

OM 10

The Brontës

Eng 248 - 4128

Eng 348 - 4129

Instructor: Catherine Nicholl

In a parsonage on the edge of the Yorkshire moors, four gifted children amused themselves by reading Shakespeare and Byron and writing miniature books in which they developed two elaborate and romantic kingdoms. Literally surrounded by death—the churchyard in which their mother and two sisters were buried—they consoled themselves with the life of the imagination. All of them, too, were to die young. But the three sisters, Charlotte, Emily, and Anne, gave to the world several groundbreaking novels and some memorable poetry.

The course will focus primarily on the writings of Charlotte (*Jane Eyre*, *Villette*) and Emily (*Wuthering Heights*, poems). All students will read these works and will sample some of the critical approaches to *Wuthering Heights*, one of the most original novels of the nineteenth century. In addition, we will read the biography of Charlotte by her friend and fellow writer, Elizabeth Gaskell. We will consider the influence on the sisters of the family situation and of attitudes toward women writers in the 1840's.

Each student will read one additional novel or biography. Class activities will include lectures, discussions, and films. In addition to short quizzes and an exam, each student will either write a short paper or do a class presentation. Upper division students will do both.

Prerequisites: One literature course or consent of the instructor.

Distribution: Urban Studies, or Women's Studies, or Minority Studies

Time: II

OM 16

Europe January 3-28



Theatre in London

Eng 269 - 4131

Eng 369 - 4132

Instructor: Richard Sargent

Cost: \$1795

London is one of the leading centers of theatre in the world. We will attend plays at theatres such as the National Theatre and the Royal Shakespeare Company theatres where internationally renowned directors like Peter Hall present revivals of classics and the premieres of the work of playwrights like Tom Stoppard and Peter Shaffer. We will be reading some plays in order to be aware of the historical context in which contemporary dramatists are writing. In addition to going to plays and touring theatres, we will take advantage of the cultural richness London has to offer, visiting art galleries such as the Tate, attending concerts, and touring spots in London that have been significant in literary history. We will also make trips to visit other theatres, notably to Stratford.

Students will keep a journal: those taking the course for upper division will write a paper in addition.

Counts toward English major

Distribution: English - Speech, Communication & Theater Arts

Grading: P/N

Five-College Poetry Writing Workshop

Eng 362 - 4127

Instructor: Roger Blakeley, Macalester College

Members of the workshop will experiment with poetry techniques, aiming at the completion of a portfolio of new work and the revising of existing manuscripts. The workshop will meet three mornings a week at Macalester for lectures, discussions, and critiques. In addition, individual conferences will be scheduled, and an optional public reading is planned for late in the month. Attendance at all class sessions is mandatory.

The course is open to students from the five Associated Colleges of the Twin Cities who have had experience in writing poetry. Normally only three students from a college will be accepted. Preferably students should have taken at least one college-level creative writing course.

Students considering this course should contact Richard Sargent (English Department) and submit samples of their work no later than one week before the first day of Fall Registration for Interim.

Class meets 9:30 to 11:45 MWF, H 203 (Macalester), plus conferences TBA.

10/Interim

French Literature in Translation

Fre 243 - 4134

Instructor: Ruth Aaskov

Study of representative shorter French works in English translation. By reading and analysis of a common core of varied works we will strengthen communication and critical skills, develop cultural sensitivity, and become acquainted with significant French writers. Mini-lectures and study guides will help focus attention on the works themselves. Much class time daily will be devoted to small group discussion and exchange of ideas. Evaluation based on group work, progress, quizzes, writing assignments, and a short independent study.

Prerequisites: Sophomore standing

Distribution: Jr. & Sr. only (old requirements).

Time: I

OM 27

Beginning Norwegian

Nor 111 - 4133

Instructor: Liv Dahl

Introduction of the four basic language skills: speaking, listening, reading, and writing. Stress on spoken rather than literary Norwegian. Oral and written tests. Laboratory work expected.

Distribution: Foreign Language

Time: I

OM 29

Norwegian Conversation and Composition

Nor 311 - 4137

Instructor: Leif Hansen

Intensive practice in spoken Norwegian with emphasis on pronunciation and original composition. Some attention given to regional variations in spoken Norwegian and to differences between the two official languages of Norway. There will be laboratory work and field experience.

If arrangements can be made, part of the course will be conducted at a location in Northern Minnesota.

Fees: \$100 if the off-campus part of the course can be arranged.

Prerequisites: 75211 or equivalent

Time: II

OM 29

Intensive Beginning Spanish

Spa 112 - 4135

Instructor: To be named

The goal of this course is to complete the sequence of Beginning Spanish with greater emphasis on spoken Spanish than is usually the case. Students will be expected to complete and correct written assignments outside of class so that time in class can be used for small group conversations, impromptu skits and discussions in Spanish. Evaluation will be based on daily work, quizzes, four tests and a final exam.

Prerequisites: Spanish 111

Distribution: Foreign Language

Time: I

OM 23

Spanish of the Business and the Professional World

Spa 215 - 4136

Instructor: Gunta Rozentals

Objectives: To give the students the basics needed to cope with professional situations by preparing them to work with Spanish-speaking clients in various fields.

Content: Introduction to the communication patterns and technical expressions used in health care, education, welfare, law enforcement and business areas. Layout and style of Spanish business letters.

Evaluation: Tests and performance in simulations of true-to-life situations.

Prerequisites: Spanish 212

Distribution: Foreign Language

Time: I

OM 22

Planning for Tomorrow: Personal & Social Transformation in the 1980's

Gst 240 - 4177

Robert Clyde, Augsburg College

Berenice Bleedorn, Director of Creative Studies, The Collège of St. Thomas

Course will define personal and social transformation, show how this transformation takes place, and introduce students to such concepts as general systems theory, paradigm shifts, entropy and syntropy, holism, and the uncertainty principle. Using this knowledge, students will develop a model for a futuristic democracy, in which the citizens "think globally and act locally."

Students will read Marilyn Ferguson's *The Aquarian Conspiracy* plus one or more additional books from the bibliography, keep a journal on the readings, class discussions and additional resources (meetings, lectures, interviews, films, etc.), and prepare a plan for personal, continuing involvement in the model for the futuristic democracy developed by the class. Evaluation will be based on assessment of "open journal" through oral examination, and assessment of quality of personal growth plan.

Time: II

S 108

Recreational Rhythms and Activities

Hpe 232 - 4143

Instructor: Pam Paulson

Theory and practice in teaching and performing American heritage and international folk dances. Exposure to New Games concepts and activities. The majority of the course grade is based upon participation in class activities, a teaching assignment, and a written test.

This offering equals only 1/2 course credit.

Time: I - Jan. 18-29

Melby

Modern Dance

Hpe 373 - 4141

Instructor: Pam Paulson

An introductory course in modern dance technique, composition, improvisation, and problem solving. The majority of the course grade is based upon daily performance in class, performance of a group composition, and a written test.

This offering equals only 1/2 course credit.

Time: I - Jan. 4 - 15

Melby

Administration and Supervision of the School Health Program

Hpe 410 - 4142

Instructor: Richard Borstad

Historical background, legal bases, school health services, and relationships to community health program and resources. Methods and materials in health education with laboratory experience in classroom and community.

Prerequisites: Health 320 (School Health Curriculum)

Time: I

Melby 13



Virgin Islands January 4-28

Sailing in the Virgin Islands

Hpe 455 - 4139

Instructor: Joyce Pfaff

Cost: \$1995

Designed for the beginning and intermediate sailor interested in the art and practice of sailboat cruising. The course will focus on taking the participant to a competent level of sailboat handling (anchoring, docking, helming, and crewing). The student will live aboard a 39' fixed keel sailboat with 6 other people and will function as an active crew member.

Actual on-the-water instruction will be the major part of the course. This will be supplemented by sessions dealing with safety, boat handling, boat systems, provisioning, trip planning, piloting, and navigation. Sailing will include cruises to the various islands and cays in the British and American Virgin Islands. Snorkeling and windsurfing will be available on an optional basis. Evaluation will be based on competencies demonstrated by each individual in crewing and leadership in the role of "acting captain." A daily ship's log will be kept by all participants.

Counts toward lifetime sport distribution requirement

Grading: P/N only

Coaching of Football

Hpe 476 - 4140

Instructor: Al Kloppen

Theory, technique and administrative aspects of coaching football.

This offering equals only 1/2 course credit.

Time: I - Jan. 4 - 15

Melby 12

Coaching of Basketball

Hpe 477 - 4138

Instructor: Rees Johnson

Theory, techniques and administration of coaching basketball. Course will include off-season, pre-season and in-season programs. Grade evaluation will be based on preparation of a coaching notebook, a written exam and general participation.

There will be some out of class night work.

Prerequisites: Instructor's approval.

This course equals only 1/2 course credit.

Time: II - Jan. 18 - 29

Melby 13

20th Century South Asia

His 162 - 4147

His 462 - 4148

Instructor: Don Gustafson

This geographic area has produced the largest working democracy in the world today; from this people have come one of our century's greatest "saints" and also one of the most renowned statesmen; it is a foremost example of 20th-Century colonialism and nationalism; it has experienced one of this century's greatest upheavals of people; it is a standard example for population crisis and world hunger illustrations. South Asia is all this—and much more.

This course is designed for the student who has interest but little or no background in non-western subjects—though others are also welcome. The heart of the course will be in a wide assortment of readings (some of them really excellent) but there will also be lectures, time for discussion and frequent breaks for slide presentations.

Grades will be based on general level of participation, on some written work and probably a test. Students registering for upper division credit will have additional assignments and be graded by upper division standards.

Prerequisites: Students registering for upper division credit must have had at least one college history class.

Distribution: History - Philosophy

Time: I

S112

Eastward to America: Limited Hospitality

His 220 - 4145

His 320 - 4146

Instructor: Khin Khin Jensen

An investigation of the rationale for the immigration pattern, economic opportunities, and social, political and economic problems encountered by the following immigrants: Chinese, Japanese and Koreans in the United States. Focus on these three ethnic groups will involve both the "old" immigrants and the "new" immigrants. Course will utilize ethnic speakers (Chinese, Japanese and Koreans) in a home environment—discussion format. There will be ethnic meals, ethnic cooking demonstrations, films, slides and field trips—all these are important components of the course as is the academic component of readings, etc.

Focus is on the experiences of these ethnic groups in Hawaii, California and Minnesota.

Upper division students will do a paper and a journal, lower division will do a journal. There will be an exam on the text and readings.

Fees: \$15 for meals and films etc.

Prerequisites: Lower Division, None

Upper Division, sophomore standing and consent of instructor

Distribution: History and Philosophy

Time: I

OM 25

Studies in Ancient and Medieval History Through the Reformation

His 366 - 4190

Instructor: Richard Nelson

This course is intended for those students who, having completed a course in either ancient, medieval, renaissance, or reformation history, have a desire to extend their work in one of those areas. Students will meet with me on a regular arranged basis for consultation and identification of the topic they intend to study. These topics can be of varied nature: e.g., biographical, social, military, art, literature, etc. The final result of the study will be completion of a paper or project.

Prerequisite: One history course and consent of instructor

Time: II

OM 12

Brush Up

Mat 103 - 4150

Instructor: Bev Durkee

This course is designed as a brush up in arithmetic and elementary algebra skills. The course will be particularly helpful for students in elementary education or who will be taking statistics as part of a major. Part of the work will be done on the computer.

There will be diagnostic tests to determine study needs, homework assignments to gain skills, and written problem solving tests to determine achievement. Grades will be determined by test scores. Course of study is completely individualized.

Time: I

S 108

Mathematical Aspects of Music

Mat 130 - 4149

Instructor: Ben Cooper

This course has two purposes. The first is to convey some mathematics that musicians should know (or know about), mostly concerning such pre-musical topics as acoustics, scales, tuning, and the premises of twelve-tone composition, but also concerning the question of the meaning of compositional style and quality. The second purpose is to try to counter the cultural isolation of modern mathematics by means of parallel experiences inventing or discovering mathematics and writing music, and through contact with one or two mathematical topics not usually found in the curriculum that are significant, have at least a tangential bearing on music, and can be enjoyed with minimal prerequisites. When possible, we will try to hear those things we discuss mathematically through recordings or performance. Grades will be based on homework exercises, mostly mathematical, but including the composition of at least one canon. Therefore some experience in part writing is essential. The necessary mathematics will be developed in class.

Prerequisites: Music 101 or equivalent and some high school algebra.

Distribution: Mathematics - Physics

Time: I

M 5

Mathematical Themes in History and Philosophy

Mat 134 - 4188

Mat 334 - 4189

Instructor: Larry Copes

This course is designed for students who enjoy challenging reading and writing, but may be uncomfortable with mathematics. Objectives are to examine ways in which mathematical ideas have affected and have been affected by philosophical ideas and historical movements. We shall examine how number systems, algebra, cardinality, and axiom systems have related to various epistemologies. There will be two exams and two short papers.

Students must be qualified for College Algebra, as demonstrated (for example) by being in Group A on the Augsburg Mathematics Placement Exam.

Upper division: Students should have taken at least one mathematics course beyond Calculus II. Grading will be based on three papers.

Prerequisites: Yes

Distribution: Mathematics - Physics

Time: II

OM 25

Introduction to Music Therapy: A Clinical Overview

Mus 110 - 4151

Instructor: Roberta Metzler

Visitation of clinical facilities in the Metropolitan area to observe music therapy in practice. Objectives of the course will be to become familiar with a variety of clientele (including mentally retarded, emotionally disturbed, and physically handicapped), and to observe how music therapy functions with different populations. In addition to the field trips, classroom discussions will include an overview of music therapy practices and theory in this country and abroad. Evaluation will be based on tests, field trip reports, and class participation. A special fee of \$15.00 will be required, to cover the cost of transportation. A special class project will be required for upper division credit. Student times must be flexible, to allow for field trips during either the morning or afternoon.

Fees: \$15.00

Distribution: Art - Music

Time: II

M24

Sign and Song

Mus 161 - 4152

Mus 361 - 4153

Instructor: Larry Fleming

This course of study will investigate the relationship between visual symbols utilized in "signing" for the hearing impaired, and the basic elements of music: melodic contour, rhythm, and text topics.

The process will include:

- I. Theory—Readings and discussion in the areas of symbol, image, ritual, and gesture by authors S. Langer, B. Shahn, C. Jung, T. Stafford, and others.
- II. Participation—Basic "signing" will be taught by an area expert, so that fundamental concepts, vocabulary, and gestures are experienced and understood.
- III. Observation—Visits at local congregations and schools where signing is used with song. Although of special benefit for Music, Drama, and Education students, this study might prove useful for any interested student. No previous experience or music training is necessary. Upper division credit requires the writing of a position paper.

Distribution: Art - Music

Time: II

M 22

Trends and Issues in Nursing

Nur 330 - 4154

Instructors: Susan Knust - Nancy Malcolm

Nursing is viewed from an historical, current and futurist perspective to develop theories and concepts of leadership, change, and role development. The nurse as leader is discussed in terms of ethics and accountability to the profession and to society. The changing health care needs and demands of society are examined in light of the ability of the health care system and health care providers to meet those needs. The role of the nurse in meeting current and projected societal health care needs is discussed with emphasis on changing and emerging roles in nursing.

The student increases his/her awareness of the complexities of societal and health issues by examining the political and legislative processes related to such issues. Emphasis is placed on the impact of these processes on the nursing profession and health care delivery. The role of the nurse as an active participant in these processes is examined as well. Teaching methods include lecture, discussion and a variety of expert guest speakers. Evaluation methods include annotated bibliography, student debates and paper and pencil test.

Time: II

OM 11

The Nature of Contemplation

Phi 210 - 4157

Instructor: Mark Fuehrer

This course will examine the nature of contemplation by means of philosophical analysis of the works of several contemplative writers. The following concepts will be analyzed and discussed: the object of contemplation, the effects of contemplation on the human subject, the modes of contemplation, and the language of contemplation.

The course will consist of introductory lectures on topics to be discussed followed by selected readings and discussions in class. Each student will prepare one paper of moderate length on a topic of his/her choosing with respect to the course. Students will be given a grade based on the term paper and the individual discussions.

Distribution: History - Philosophy

Time: II

OM 23

Age of Aquarius? A Philosophical Look at Some Contemporary Issues

Phi 250 - 4158

Instructor: Kenneth Bailey

A popular song says: "This is the dawning of the Age of Aquarius." Is it? Aquarius, the Waterbearer, the eleventh sign of the zodiac, symbolizes simplicity, peace, and brotherhood. Whether such an age has begun is a question. Some astrologers say it began as early as 1930; others that it is just dawning. However that may be, in this course we will discuss some of the concerns (e.g., freedom, morality, hunger) that face whatever age we may be in, from a philosophical standpoint.

Basically a discussion course. Grades will be based on written tests and class participation.

Distribution: History - Philosophy

Time: II

OM 10

Islamic Philosophy: Past and Present

Phi 410 - 4156

Instructor: Bruce Reichenbach

A study of the preservers of the Classic Greek tradition, analyzing how they reshaped the materials they inherited and in what way they helped influence the rise of Medieval Christian thought. To what extent current Islamic thought preserves their heritage or is conditioned by Christian western culture will be explored.

Seminar format, with presentation and discussion of research papers.

Prerequisites: No, though some previous philosophy recommended.

Distribution: History - Philosophy

Time: I

M 23

1982 Oak Ridge Associated Universities Science Minimester

Phy 322 - 4159

Instructor: Kermit E. Paulson

A study of nuclear radiation with emphasis on applications and "hands-on" laboratory experience for the individual student. The course will consist of (1) introductory work on radiation detection and measurement at Augsburg, (2) participation in the 1982 Oak Ridge Associated Universities Science Minimester where the student has the opportunity to study projects in nuclear radiation physics, radiobiology, radiochemistry, environmental radiation, coal technology, health physics, and radiological safety; and (3) summary and evaluation of the program back at Augsburg.

This course is a cooperative venture with Oak Ridge Associated Universities-Professional Training program. Two weeks of the course will be spent in Oak Ridge, Tennessee utilizing the instructional staff and laboratory facilities of ORAU. These facilities provide an opportunity for laboratory experience not normally available to undergraduate students.

Fees: The cost for travel and housing will be approximately \$250.

Prerequisites: Consent of instructor.

Time: I

S 24

Democratic Theory and Practice

Pol 381 - 4160

Instructor: Milda Hedblom

A study of democratic theory and public policy practice with focus on the emergence of political democracy, capitalism and the welfare state in comparative perspective. An extensive research project will be required in one of the major themes of the course involving considerable independent work.

Prerequisites: Two courses political science, economics, philosophy or instructor's permission.

Time: II

M 25

The Politics of American Defense

Pol 461 - 4161

Instructor: Mary Ellen Lundsten

Contending explanations of American foreign policy-making will be examined with special concern for nuclear strategy and military intervention. Issues arising out of the Carter and Reagan defense policies will be discussed in the light of previous American foreign policy behavior since World War II.

Grades will be based on two 5-page essays in which students will reflect and comment on course readings, class discussions, and their experiences in a policy-making simulation to be held during one all-day class in mid-January.

Prerequisites: One introductory course in political science or permission of the instructor.

Time: I

M 25

Use of the Personal Computer in Psychology

Psy 241 - 4163

Instructor: Richard Marken

See how a personal computer (the Psychology Department's Apple II) can be used as a tool to explore the mind. Learn to write simple programs in BASIC which will produce graphic displays, measure response time, do statistical analyses and model thought processes. See the fruits of your efforts in glorious color on the Apple II TV screen. Evaluation based on programming projects and two tests.

Time: II

P 3

Designing an Introductory Psychology Course

Psy 305 - 4164

Instructor: Norm Ferguson

The course will involve students in all phases of developing an introductory psychology course. This will include assessing the background and interests of the potential students, developing a course outline, choosing the classroom teaching methods, selecting the textbooks, preparing the exams and other forms of evaluation, and determining the grading procedures.

There are two main objectives: (1) to give students exposure to principles of curriculum development and theories of intellectual growth and development and (2) to give students an opportunity to experience the subject matter of introductory psychology from the perspective of an instructor.

Evaluation will be based on daily class participation and written assignments.

Prerequisites: Two courses in psychology.

Time: II

P 1

Reading in the Works of Robert Coles

Psy 372 - 4162

Instructor: Duane Johnson

This course will provide an opportunity to read in the works of Robert Coles with a major focus on conditions under which children develop. Reading will also include some attention to authors closely related to Coles' perspective.

Robert Coles is one of America's most widely published writers; much of his writing is based on a participant-observer style of research. He spends substantial time with particular persons in various settings (southerners, migrants, sharecroppers, Eskimos, Chicanos, Indians, the affluent and privileged, people of Ulster and South Africa) and reports their lives with sensitivity and with particular attention to their strengths. He is a perceptive critic of our society and a spokesperson for the "less advantaged" and minority persons.

Some initial study and planning will be required prior to the beginning of the interim; each student must contact Dr. Johnson no later than December 1 for further details regarding these assignments and to confirm her/his registration in the course. Course expectations will include extensive reading, regular class attendance and contribution, an annotated journal, and a short summary paper. Course will be offered only on a P-N grading basis.

Prerequisites: 86105 - General Psychology

Time: 1

P 5



Hawaii January 4-30

The Confrontation of Cultures and Religions in Hawaii

Rel 321 - 4166

Instructor: Philip Quanbeck

Cost: \$1795

A study of Buddhism, Protestant Christianity, Mormonism, and Polynesian religion with special attention to their interrelation in Hawaii. Special attention given to the following: the meeting of New England Calvinism and Hawaiian traditional culture and religion and its results today; the meeting of Christianity and both Chinese and Japanese Buddhism in Hawaii today; and the approach of the Church of Jesus Christ of Latter Day Saints (Mormons) to the Polynesians. Efforts will also be made to study aspects of Chinese and Japanese cultures and religions in their own right.

Evaluation will be based on class participation and the submission of a journal.

Distribution: Religion

Prerequisites: one religion course

Grading: P/N only

Christianity in Modern Africa

Rel 366 - 4165

Instructor: Bradley Holt

This course is intended to inform participants about the contemporary religious situation in selected regions of Africa and to stimulate reflection on the universal claims of Christianity and the variety of cultural forms it takes. Attention will be given to the planting of Christianity in Africa, to its development under colonial regimes, and its recent growth in independent states. The "Independent" African churches will be studied, as well as attempts to formulate an "African Christian Theology." The course will employ lectures, visiting resource person, audio-visual aids, and discussion of reading materials. Students will be evaluated on a research paper and an examination.

Prerequisites: One course in religion.

Distribution: Religion

Time: II

OM 18

Christianity in Crisis: The New Evangelicals Confront the Twentieth Century

Rel 368 - 4187

Instructor: Bruce Stuart

Protestant Christians respond to science, social change, and critical views of their faith. "Bible-believing" and "evangelical" Americans attempt to shape their culture and call America to a "Christian" and a "moral" pattern. Emphasis will be placed on the history and thought of "Born-Again" Christians since the 1920's.

Key issues: Fundamentalism vs. Modernism, The Scopes Trial, Revivalism, Faith-healing, inerrancy of scripture, the Christian in politics, the "electronic church" and prayer in the public school

Key figures: W.B. Riley, Carl McIntire, Billy Graham, Oral Roberts, Jerry Falwell, several American Presidents, Mark Hatfield

Classroom lectures and discussion, one Sunday morning of television, texts and reserved reading. There will be two tests and a short paper.

Prerequisites: One course in religion

Distribution: Religion

Time: I

P 4



Israel January 3-28

Israel, Ancient and Modern

Rel 375 - 4167

Instructor: John Benson

Cost: \$2195

This course encounter will focus on archaeology and geography with special attention to methods and results of archaeology as they relate to biblical sites in Israel. The group will live primarily in Jerusalem where there will be lectures, walking tours in the Old City, and visits to museums and places of religious and historical interest. Two side trips are planned: one to the north, including places such as the Sea of Galilee, Tiberias, Capernaum, Hazor Megiddo and Nazareth; and another to the south, which will include such places as Ashdod, Beer-sheba, Masada and Qumran. Some time will be spent in London at the beginning of the interim.

There will be required reading, and students will keep a journal.

Prerequisites: one course in religion

Distribution: Religion

Grading: P/N only

Practicum in Human Services

Swk 257 - 4169

Instructor: Doug Perry

Thirty hours per week of volunteer work in a human service agency is combined with readings and weekly seminars. An opportunity to discover whether a career in human services is for you. Evaluation will be based on submission of journals, summary of experience and a final examination.

Students will be asked to meet with instructor before the end of Fall Semester in order to discuss selection of agency and structure of the course.

Objectives:

- 1) To develop special awareness of the kinds of problems for which people seek help.
- 2) To increase knowledge of the service given by the agency in which student is serving.
- 3) To gain knowledge of the professionals in the organization, including their skills, competencies, education, and training.
- 4) To gain beginning knowledge about the diversity of human service agencies.
- 5) To increase understanding of self in relation to the human service field.

Time: I

M 22

Field Work III

Swk 466 - 4170

Instructor: Edwina Hertzberg

Continuation of educationally focused field placement in a social service agency (Field Work II).

Student will spend 15 hours per week in field placement, plus one hour per week in faculty facilitated supportive seminar held on campus.

Student will be evaluated in writing by Field Work Instructor using previously developed field learning agenda and social work evaluation form.

Objectives:

- 1) To use supervisory relationship to increase interpretive as well as performance competence.
- 2) To promote gradual entry into direct practice.
- 3) To increase competence in client contact phase of the problem solving process.
- 4) To increase student self awareness in regard to professional practice interest, areas of strength and areas for personal/professional development.
- 5) To promote competence in the full process of problem solving, with special emphasis on analysis and resolution stages.
- 6) To apply human behavior and social environment theories content to analytic processes and to develop interpretive ability.
- 7) To continue to promote gradual entry into action-intervention phase of the problem-solving process.
- 8) To further examine minority issues in relation to practice.

(Note: this will be offered for 1/2 or full credit. For full credit, student will spend 30 hours per week in placement, the additional 15 hours to be in non-client contact activities which address specific projects in the agency, as written into the field learning agenda and agreed upon among student, field instructor, and faculty supervisor)

Prerequisites: Field Work II

Time: II - 4:00 - 5:00 p.m. T,W,Th

OM 11

24/Interim

Pol 399 - 4184 **Washington Interim**

A study-internship program in Washington, D. C. in connection with the Washington Center of Learning Alternatives. Information on projects, housing and financial assistance is available from Dr. Barbara Richards-Haugen in Memorial 113.

Swk 312 - 4185 **Training School on Alcohol and Drug Abuse**

Intensive experiential and didactic training at Johnson Institute combined with week-long experience in chemical dependency treatment agency. Students are evaluated according to participation in classes, experiential learning and in the chemical dependency agency. Enrollment is very limited. Social Work 95257, social work major and permission of contact person, Eddie Hertzberg, are prerequisites. Cost: \$100.

Augsburg Lifetime Sports

The following activities are available to students during interim and may be taken in addition to a regular course. They do not carry official credit, but they do meet the life-time sports requirement for graduation. Students may participate in any one of these without registering for the course, but will be expected to pay any fees whether or not credit is received.

Badminton

Hpe 002 - 4178

Instructor: Marilyn Pearson

Basic techniques and theory of beginning badminton - much of the class time will be spent in singles and doubles games and tournaments. There will be no written tests or outside assignments.

Distribution: Meets the general education requirement of one life-time sport

Time: 12:00 Noon

Melby

Volleyball

Hpe 002 - 4179

Instructor: E. W. Anderson

Learn rules and skills necessary to enjoy volleyball.

Distribution: Meets the general education requirement of one life-time sport.

Time: 12:00 Noon - 1:00 p.m. daily

Melby

Racquetball

Hpe 002 - 4180

Instructor: E.W. Anderson

Learn rules and skills necessary to enjoy racquetball.

Distribution: Meets the general education requirement of one life-time sport.

Time: 8:00 a.m. - 9:00 a.m. daily

Melby

American Karate: Fun, Fitness, Sport, Self Defense

Hpe 002 - 4191

Instructor: Mike Teitelbaum

An introduction to "American" Karate. Form, basic techniques and practical usage will be taught by a certified Second Degree MKA Black Belt Instructor.

Fees: approximately \$20.

Time: 12:00 Noon Monday, Wednesday, Friday

Melby