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# AUGSBURG COLLEGE

## INTERIM 1991

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## *Introduction to Interim*

Interim is an integral part of the school year at Augsburg College. The College follows a 4-1-4 calendar, with Fall and Spring semesters of approximately 14 weeks separated by a four-week January Interim. Interim 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.

Because one Interim 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. Students can register for only one course credit during Interim. 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 4.0 to 0.0 scale. 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 student enrolled full time for two years is required to complete one Interim for graduation).

### *For More Information*

Interim Office (Memorial 230)

Interim Secretary, Kay Thomsen at 330-1025

Interim Director, Dr. Don Gustafson at 330 - 1119 (Memorial 114b)

*It is the policy of Augsburg College not to discriminate on the basis of race, creed, national or ethnic origin, age, marital status, sex or handicap as required by Title IX of the 1972 Educational Amendments or Section 504 of the Rehabilitation Act of 1973, as amended, in its admissions policies, educational programs, activities and employment practices.*

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## *Interim Calendar 1990*

October 29 -November 2 .....Interim Registration  
December 3 .....Late Interim Registration  
January 2 .....First Day of Interim

Class I 9:00 a.m.  
Class II 1:00 p.m.

January 3 ..... Last Day for Cancel/Add  
January 16 ..... Last Day for Determining Grading System with Registrar  
January 18 ..... Last Day for Withdrawing from Courses  
January 30 ..... Interim Ends  
February 4 ..... Spring Semester Begins

The time and number and length of meetings as well as the beginning time will be arranged the first day of class. The daily schedule for Interim is divided into two blocks of time:

Time I: 8:00 a.m. to Noon (on the first day of classes Time I classes will begin at 9:00 a.m.)

Time II: 1:00 p.m. to 5:00 p.m.

**Note:** Martin Luther King Day will be observed at Augsburg with a special convocation on Monday, January 21, at 1:00 p.m.

## *About This Catalog*

The catalog lists courses by departments. Departments are listed in alphabetical order. At the end of the book are listings of other courses not offered by Augsburg but recognized by the College for Interim credit. Further descriptions and information about these courses are available in the Interim Office, Memorial 230. Students may also register for one of the lifetime sports listed at the end of the Catalog.

## *Options*

**International Interim** – Students are invited to be part of one of the 27 international Interims offered by the Upper Midwest Association for International Education (UMAIE). These course opportunities are listed near the end of this catalog.

**Independent or Directed Study** – Students may elect a program of independent study (upper division 499) or directed study (lower division 299) for Interim.

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Faculty members are strongly discouraged from accepting responsibility for more than one independent study per Interim. Students choosing to pursue independent or directed study must:

1. Meet departmental requirements.
2. Present to the registrar 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 no later than December 3. 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 at Augsburg during the regular registration period. Note that Interim Courses at Macalester, Hamline and St. Thomas begin on January 7 .

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.

### ***Visiting 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 \$708 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. There is an application processing fee of \$10.

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.

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# Courses



## ***The Florida Keys: Marine Biology of the Florida Keys and Writers of The Florida Keys***

*This interdisciplinary program will involve about two weeks of study in southern Florida. It will be based at the Newfound Harbor Marine Institute on Big Pine Key during most of this period but there will also be a brief trip to the Everglades. Two distinct course offerings are available for credit, taught by Ralph Sulerud and John Mitchell. Descriptions for these courses can be found in the appropriate departmental sections of this catalog (Biology and English.)*

*The interdisciplinary component will involve several days of field trips conducted by the personnel of the institute. Unique communities such as coral reefs and mangrove swamps will be studied. There will be plenty of opportunity for snorkeling, and scuba diving is available for those who are certified. Students will also make several visits to Key West, and will study some of the writings of Key West authors (see page 12). All students will participate in these activities and in certain classes in addition to completing the specific requirements of the course for which credit will be given. It is intended that relationships will become apparent between the biology of the Florida Keys and the writing which has emerged from this interesting environment.*

*A fee of approximately \$1,200 will be charged for transportation (including airfare), lodging, most meals and the services (field trips, lab facilities, classes, etc.) of the Newfound Harbor Marine Institute.*

## ***Marine Biology of The Florida Keys***

**BIO 140-41048; 340-41049**

**Instructor: Ralph Sulerud**

The Florida Keys provide an excellent site for the study of marine organisms and marine ecology. Most of approximately two weeks in Florida will be spent at the Newfound Harbor Marine Institute located on Big Pine Key. The institute offers laboratory facilities and field trips in addition to housing and a dining hall. Field trips will permit the study of diverse habitats such as those of coral reefs, shallow bays, mangrove swamps, seagrass communities and tide pools. Organisms from these communities and others will be investigated onsite and in the laboratory. A marine biologist from the institute will be available to lead field trips and conduct specialized classes. Upon termination of the program at the institute there will be a short trip to the Everglades to experience yet another interesting environment.



Preparation for the excursion to the keys will be made during the week prior to the trip. This will include an introduction to marine biology utilizing a variety of audiovisual materials. The final week will be devoted primarily to study and the completion of course requirements.

The course will have an interdisciplinary component. Biology students will interact with students from John Mitchell's Key West Writers course. Further information concerning this component will be found listed under *The Florida Keys* in the *Interdisciplinary* section of this catalog.

Evaluation will be based on overall participation in the program, a journal based on daily experiences, and one or two exams. Upper division students will also do a special research project which will be the basis of a paper.

**Prerequisites:** Permission of instructor. For upper division credit, **Biology 111 and 112** or equivalent.

**Distribution:** Biology/Chemistry

**Time:** I

**Room:** Science 213

## *Molds, Mushrooms and Humans*

**BIO 141-41047**

**Instructor:** Esther McLaughlin

The course will make familiar the "fifth kingdom" of organisms, fungi, often neglected in undergraduate curricula. The biology and classification of fungi, their role in the ecosystem (rotting and other activities), and their medical, industrial and commercial importance will all be covered in lectures, student presentations and field trips.

Evaluation will be via tests, quizzes, and graded presentations. Some classroom demonstrations of fungal types and forms will be included.

**Distribution:** Biology/Chemistry

**Time:** II

**Room:** Science 205

## *Chemistry for Changing Times*

**CHE 100-41001**

**Instructor:** Arlin Gyberg

This is a non-laboratory chemistry course based on the popular book by John W. Hill of the same title. It is not a traditional chemistry course and does not assume a science background. Basic science and math are introduced early and taught as needed for understanding the various topics and implications. The course does assume the student is interested in and concerned about the relationship of chemistry to life and living.

Chemistry has been intimately a part of liberal education for centuries. The early

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scientists were considered to be philosophers and their societies were philosophical societies. In recent decades the human seeking of personal independence has led to chemistry becoming a part of everyday life to the point of actual dependence on chemistry. We live in a world of pesticides, fertilizers, plastics, "the pill", food additives and processed foods, vitamin supplements, the energy crisis, chemical dependency, biocides, pollutants, drugs, searching for life on other planets, genetic manipulation, and it goes on and on. Emotions and mental disorders can often be traced to chemical imbalance. The common dragged out, grumpy feeling after an afternoon nap is a result of a chemical imbalance. The nature of a hangover is the result of a complex system of altered body chemistry. Even learning appears to be the result of chemical reaction to form a "memory molecule". Most of the problems we face are molecular in nature. What then but chemistry can better help us to understand ourselves, our society, our world, and our universe? Come join us as we take a molecular look at the human condition.

This course will be offered in a lecture/discussion format. Films will supplement the lecture/discussion periods. Daily quizzes will be used for evaluation. This course meets a distribution need but does not satisfy prerequisites for Chemistry 106 or 116.

**Prerequisite:** High School Algebra

**Distribution:** Biology-Chemistry

**Time:** II

**Room:** Science 315

## *A Laboratory Introduction to Chemistry*

CHM 113-41002

**Instructor:** Joan Kunz

Substances are changed into new materials; colors change; solids separate from solution. Chemistry is the science which tries to understand these and many other changes occurring in the matter around us. An interesting way to become introduced to chemistry and to problem solving in the sciences is to do laboratory experiments. This course presents an introduction to chemistry using the laboratory as the chief arena for instruction. Students will be introduced to measurements, reactions, syntheses and chemical problem solving such as identification of simple compounds in solution and determination of amounts of materials present in a sample. Proper attention to techniques and safe practices in the laboratory is expected. The course will meet each week day for three hours. Course grades will be based on the quality of the laboratory work, the laboratory reports (summarizing each experiment), and an exam at the end of the course.

**Distribution:** Biology/Chemistry

**Time:** I

**Room:** Science 315

## **COBOL**

**CSC 271-41003**

**Instructor: Larry Ragland**

A study of the COBOL programming language for students with some previous knowledge of programming. This course will expand a student's knowledge of programming and programming languages through presentation of the features of COBOL together with programming techniques for using those features. This course will include lectures and programming assignments in COBOL. Evaluation will be based on the programming assignments and examinations.

**Prerequisite: One course with a study of computer language (e.g., CSC 170)**

**Time: I**

**Room: Science 112**

## ***Principles of Microeconomics***

**ECO 113-41004**

**Instructor: Satya Gupta**

An introduction to microeconomics: the theory of the household, firm, market structures and income distribution. There will be an application of elementary economic theory to market policy. Grades will be based on tests in class.

**Distribution: Economics/Political Science**

**Time: I**

**Room: Library 1**

## ***Contemporary Economic Relations Between East and West***

**ECO 319-41037**

**Instructor: Magda Paleczny-Zapp**

In this course, we'll explore motivations for economic cooperation between countries with different political and economic systems. This will be followed by the analysis of the conditions for East-West economic cooperation and its patterns. We'll focus on recent developments in joint economic and industrial cooperation. Students will share an understanding of economic relations at the national level and see how nations with different economic and political systems employ the principles of politics and economics in their own domestic and international affairs. Using comparative means, institutions and systems that drive commerce and governance will be explored and explained, including recent institutional changes in the directing of foreign trade in centrally-planned economics. Then, at the global level, the effects of GATT, EEC, and OMEA on East-West economic relations will be examined. At the end of the course, we'll try to



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identify trends and alternatives in the 1980s. There will be a mid-term test, a final exam (take-home), and a research paper.

**Prerequisite:** Economics 112 (Macro)

**Time:** I

**Room:** Old Main 21

## *Economic Analysis of Human Actions and Organizations*

ECO 319-41038

**Instructor:** Milo Schield

**Objective:** To use the tools of modern micro-economics to analyze a wide variety of human actions and human organizations.

**Issues:** Understanding investments in human capital (education, marriage, family, social clubs, charities, etc.) Understanding the nature, growth and consequences of property rights (an economic theory of law, an economic theory of Western history, an economic theory of capitalism, etc.) Understanding the nature, growth and consequences of public choices (public organizations and economic efficiency, voting, politicians, an economic theory of bureaucracy and an economic theory of the State).

**Textbooks:** Henri LePage: "Tomorrow Capitalism", Radnitzky and Bernholz: "Economic Imperialism".

**Math Level:** No calculus; some geometry. Primarily verbal reasoning.

**Approach:** Readings, lectures, discussions, weekly quizzes, paper and final.

**Evaluation:** Quizzes (3 at 10%), final (20%), book reviews (20%), paper (20%) and attendance/participation (10%).

**Prerequisites:** Upper-class standing or an upper-division course in Political Science, Sociology, Philosophy or Economics, or else the permission of the Instructor.

**Time:** II

**Room:** Science 319

*For more Economics listings, see Page 36*

## *Human Relations*

EDS 388-41050

**Instructor:** Carolyn Clemmons

This class provides valuable insight into the values, communication techniques, cultural mores and other unique characteristics of major minority groups in Minnesota. This class is taught from a perspective of minority group members with interaction from class members.

How do you blend and honor the diverse cultures in a classroom setting?  
How might you gain more knowledge of our global society?

Students will develop interpersonal relation skills applicable to teaching and

other professional vocations. *This is a one-half credit course.*

**Prerequisites:** Passing of PPST and admittance to Education program in process.

**Time:** II Tuesdays, Thursdays and alternate Fridays

**Room:** Old Main 10

## *Discovery Learning in the World of Kindergarten*

EDE 375-41005

**Instructor:** Bruce Drewlow

This class prepares students for the unique experiences and responsibilities of a kindergarten classroom. This class will:

- A. Stress key adult/child relationships.
- B. Stress curriculum development and instructional systems which are supported by current research and practices in education settings.
- C. Stress key adult/child relationships.
- D. Stress process – “how to learn”.
- E. Share research-based findings about developmentally appropriate classroom organizational plans.
- F. Recognize continuities and discontinuities in development (characteristics of the kindergarten child).
- G. Examine appropriate developmental instruction practices.
- H. Examine appropriate curriculum design and instructional programs meeting the needs of the kindergarten student.
- I. Explore current methodologies in the instruction of the kindergarten child.
- J. Include guest speakers and field trips.

Objectives of the class: At the completion of this class the student will be able to identify:

1. Developmental needs of the kindergarten.
2. Discuss the different approaches to kindergarten education and the theories behind these approaches.
3. Organize a classroom environment to meet the learning needs of students.
4. Identify and create a curriculum plan for teaching kindergarten that meets both the students' needs and the teaching style of the teacher.

Grades will be based on projects, discussion and examination. *This is a one-half credit course.*

**Prerequisites:** Passing of PPST and admittance to Education program in process.

**Time:** I Mondays, Wednesdays and alternate Fridays

**Room:** Library 4

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## *Writers of the Florida Keys*

ENG 136-41051

Instructor: John Mitchell



This course offers a study of literature as it relates to setting, in this case an environment that will be studied and experienced biologically, ecologically, and culturally in concurrence with the reading of essays, poetry, and fiction. The study of the environment itself will involve an interdisciplinary program based at the Newfound Harbor Marine Institute on Big Pine Key about 30 miles from Key West. The main text will be *The Key West Reader: The Best of the Key West Writers, 1830-1990*; in addition, students will read one novel from a variety of choices. It is said that at any given time there are about 50 writers living in Key West. They have included Stephen Crane, John Dos Passos, Wallace Stevens, Ernest Hemingway, Elizabeth Bishop, Robert Frost, Tennessee Williams, Thomas Sanchez, Thomas McGuane, and numerous others. Field trips during the two-week stay will involve excursions into the culturally and racially diverse Art Deco District of Miami Beach; snorkeling in the coral reefs; trips to the "back country" of the mangrove islands; visits to the homes of writers like Ernest Hemingway and Tennessee Williams; and an excursion into the Everglades. A wonderful interplay of environment, culture, and literature will result and the student will be an informed presence rather than a mere tourist. Students will be expected to keep a journal and to write a final paper about 10-12 pages in length, based upon the use of environment as literary setting.

This interdisciplinary program will involve about two weeks of study in southern Florida. It will be based at the Newfound Harbor Marine Institute, Big Pine Key during most of this period but there will also be a brief trip to the Everglades. Two distinct course offerings are available for credit, taught by Ralph Sulerud and John Mitchell. Descriptions for these courses can be found in the appropriate departmental sections of this catalog (Biology and English.)

The interdisciplinary component will involve several days of field trips conducted by the personnel of the institute. Unique communities such as coral reefs and mangrove swamps will be studied. There will be opportunity for snorkeling, and scuba diving for those who are certified. Students will also make several visits to Key West, and will study writings of Key West authors. All students will participate in these activities and in certain classes in addition to completing the specific requirements of the course for which credit will be given. It is intended that relationships will become apparent between the biology of the Florida Keys and the writing which has emerged from this interesting environment.

A fee of approximately \$1,200 will be charged for transportation (including airfare), lodging, most meals and the services (field trips, lab facilities, classes, etc.) of the Newfound Harbor Marine Institute.

**Prerequisites:** Permission of instructor

**Distribution:** English/Speech

**Time:** I

**Room:** Old Main 12

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## *The Short Story - Elements of Fiction*

ENG 240-41007/340-41008

Instructor: Kathryn Swanson

What is fiction? What is good fiction? What elements of fiction should be considered in making an evaluation? In this course, students will find answers to these questions by reading a variety of fictional works and by writing their own fiction.

Although the course will not involve a systematic analysis of the history of the form of the short story, we will begin with tales and fables and we will read a sufficient number of classics for the student to appreciate the historical development from Poe to Beattie. The course will involve practice in ways of approaching literature and will include study of the basic critical terminology, so it would be an appropriate course for students who have not yet studied literature at the college level.

Students are expected to read the stories and novel, participate in class discussions, write an analysis paper on a selected short story, write an original short story, and take several quizzes and a final exam.

Students taking this course for upper division credit will read an additional novel and prepare a substantial paper/class presentation based on it.

All students will be asked to contribute \$5 to enable printing and distribution of selected original fiction from the class.

**Prerequisite:** Effective Writing

**Distribution:** English/Speech

**Time:** I

**Room:** Music 22

## *Speech Communities: Women, Minorities, Social Classes, and their Varieties of the English Language*

ENG 219-41057

Instructor: John Schmit

The speech that we use, as much as the clothes that we wear, marks us as members of a group. We adopt the language of the community to which we wish to belong, and, conversely, by rejecting the language of a community we are seen to reject the community itself. Speech communities are delineated linguistically, but are defined as cultural units.

The language of each must encompass those concepts and name those things that the culture holds to be important. This course will conduct an examination of issues central to analysis of the speech communities of women, minorities and social strata. Students will be asked to focus their individual study on an issue of personal interest.

The course will combine lecture and student-initiated discussion. Each student will be evaluated on the basis of two examinations and a short (8 page) paper.

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

**Time:** II

**Room:** Old Main 27

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## ***Re-visions: Contemporary Drama in English (1975 - present)***

ENG 249-41009

**Instructor:** Douglas Green

Questions of ethnicity, class, language, gender, and sexuality pervade recent drama in English. These issues are revitalizing both contemporary drama and productions of classic texts. We will examine how dramatic works of the late '70s and the '80s, written in English, have been shaped by and have addressed issues ranging from racial tension and interaction to sexual preference. (We sometimes survey current drama on several such topics, like class, gender, and language in 1989, and sometimes concentrate solely on plays about one issue, like sexual orientation in 1990.) For comparative purposes, we will also view a few films on related topics and try to attend at least two productions in the Twin Cities. There will be moderate fees for the local productions.

Students will keep a journal, write two in-class essays, and one short paper. (There may also be occasional quizzes.) A series of group projects, which include a long paper and some performance, will conclude the course.

Prerequisite: ENG 111 (Effective Writing) is strongly recommended

**Distribution:** English/Speech

**Time:** II

**Room:** Old Main 18

## ***Recreational Rhythms and Activities***

HPE 232-41042

**Instructor:** Carol Enke

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 on participation in class activities, a teaching assignment, and a written test. *This is a one-half credit course.*

**Time:** II Mondays, Wednesdays and alternate Fridays

**Room:** Melby 202

## ***Administration and Supervision of the School Health Program***

HPE 410-41043

**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.

Periodic exams covering lecture and textbook assignments; written summaries

of professional journal articles; in-class activities, including a presentation on a teaching method.

**Prerequisite:** HPE 320 (School Health Curriculum)

**Time:** I

**Room:** Murphy Place 2

## ***Coaching of Basketball***

**HPE 477-41040**

**Instructor:** Brian Ammann

Theory, technique and administrative aspects of coaching basketball. Exams, on-the-floor coaching techniques, and a scouting report will be the methods of evaluation. *This is a one-half credit course.*

**Time:** I, Tuesdays and Thursdays and alternate Fridays

**Room:** Melby 111

## ***Coaching of Volleyball***

**HPE 483-41054**

**Instructor:** Marilyn Florian

This course deals with the theory, technique and administrative aspects of coaching volleyball. A small part of the grade will be based on completed assignments; the major portion of the grade will be based on tests. *This is a one-half credit course.*

**Time:** I, T and Th and alternate Fridays

**Room:** Melby 111

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## ***Officiating of Basketball***

**HPE ---- -41041**

**Instructor: Al Kloppen**

This course will focus on learning the rules and mechanics of the game of basketball. There will be practical experience on the floor. Students completing the course should be ready for certification by the Minnesota High School Association. Grade evaluation will be based upon tests, papers prepared and performance on the floor. While there are no prerequisites, it is highly advisable that students have some basketball playing experience. *This is a one-half credit course.*

**Time: II, Tuesdays and Thursdays and alternate Fridays**

**Room: Si Melby 202**

## ***The 1890s: America's Watershed***

**HIS 338-41056**

**Instructor: John Jenswold**

Depression! War! Labor violence! Rural revolution! Psychological crisis! Social dislocation! Political corruption! Racial conflict! The 1890s was a dynamic decade of crisis and challenge in almost every aspect of American life. This remarkable landmark decade provides a window through which we can examine a number of major themes and trends taking shape in modern American society, politics, economics, culture, and foreign policy.

We'll approach the decade through the readings of such contemporary writers as Jane Addams, Albert Beveridge, Eugene V. Debs, Theodore Dreiser, The People's Party, Jacob Riis, Frederick Jackson Turner, Thorstein Veblen, and Booker T. Washington. These readings – and their historical contexts – will provide the bases of lectures and discussions on the relevant topics of the decade under study.

Evaluation will be based on short papers on the readings and on one essay examination, as well as on class discussions of the assigned material.

**Prerequisites: HIS 221 or HIS 222, (U.S. Survey) or consent of instructor**

**Time: I**

**Room: Old Main 13**

*The capstone of the Augsburg First Year Experience (FYE) Program is a special interdisciplinary Interim course with places reserved for first year students. For the 1991 Interim there will be a single course with three sections, each taught by a different faculty member. The course will provide full credit and will satisfy the Fine Arts distribution requirement. A few students who are not freshmen will be permitted in the course.*

## ***Art and Idea: The Baroque in Europe***

**INS 191-41011**

**Instructors: Julie Bolton, Merilee Klemp, Kristin Anderson**

How do we see? How do we listen? How do we respond to theater? What is the nature of art? How are ideas conveyed in art forms? What do the visual arts, music, and theater have in common? How do they reflect the society in which they were created? Is art timebound or timeless? All art forms are linked to a particular time and place. We see that the visual arts, music and theater always reflect the spiritual and intellectual climate of its time. Using examples of music, art and theater created in Europe in the Baroque period, the course will explore how to appreciate and understand the various art forms, examine the relationships among the arts, and consider the expression of enduring themes and ideas at different points in time.

Students will participate in the course through various readings, including reading plays, studying scores and listening to recordings, and reading primary source material connected to the art pieces considered. Using the resources of the College and the city, students will also attend a special performance of the Augsburg Faculty Artist Series, visit art collections, including the Minneapolis Institute of Arts, and attend music performances, including the Minnesota Orchestra or the St. Paul Chamber Orchestra. Students will be expected to attend all required performances and museum visits, write analyses of the art works or performances, and write a paper integrating the different arts and time periods studied. There will also be quizzes.

Costs for tickets to performances should not be more than \$15.

**Distribution: Fine Arts**

**Time:** *I The class will normally meet during Time I, but students will be expected to attend a limited number of off-campus events (some evenings and/or weekends) as a part of the class work.*

**Room:** Tjornhom – Nelson Theater



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## *The Paideia Approach: Thinking and Talking About What You Read*

INS 120-41055

**Instructors:** Marie McNeff, Vicki Olson

Students will participate in a series of seminars, following the Paideia seminar format as developed by Mortimer Adler and Paideia Associates. Students will read selected readings, which will then be discussed in Paideia seminars. One seminar will use Charlie Chaplan's "Modern Times" for viewing and then seminar. Open to students with an interest in learning through and about the Paideia Program.

Students will read selected readings and view selected films for seminar discussions, develop and/or hone habits of mature, intellectual talk; observe seminars conducted in Minneapolis and St. Paul Public Schools; study the Paideia Proposal; design their own rules and norms for effective seminars; evaluate their own behaviors during seminars; lead seminars.

Methods of evaluation will include interviews with students and observations of students participating in seminars. Reflective writing will be a part of the evaluation methodology. The evaluation of the course will be based, in part, on seminar participation: "The good seminar participant (1) is neither too impulsive nor overly hesitant in responding, (2) checks periodically on the purpose and direction of the talk, (3) allows people to be heard, (4) is an active listener, (5) spreads out the discussion, (6) is considerate, (7) criticizes a point thoughtfully, (8) makes room for productive silence, (9) is well prepared." (From "Seminar Strategies", portion of essay by Grant Wiggins, Coalition of Essential Schools, Brown University.)

**Time:** I

**Room:** Science 319

## *Social Change: The Ultimatum of Community Development in India*

INS 241-41053

**Instructor:** Vincent Peters

Life in the global community of today's world demands an understanding of many issues from perspectives not easily achieved without intimate study from a viewpoint far different than one's own. This course seeks to challenge many common assumptions regarding the differences between "rich" and "poor," "East" and "West," while examining the process of social change in the context of an emerging nation.



South India provides a rich experience of lives in transition, as reformation sweeps through the culture on every level, bringing socio-economic development, political empowerment, and redefinition of social and gender roles. Students immerse themselves in the culture of South India through dialogue, homestays, and cultural events, and as a result will find their own world view greatly challenged and enhanced.

We will spend time in Madras, the smaller city of Vellore and villages near it, in Bangalore and finish with four days in New Delhi which will coincide with the colorful celebration of Republic Day.

There will be some assigned readings. Evaluation will be based on participation in discussion and field activities, maintenance of a journal and two tests.

The comprehensive fee of \$2,695 includes air and surface transportation, accommodations (half in hotels and half with families), breakfast daily and two group dinners in addition to the twelve dinners with families.

Registration for this Interim must be made before October 26 at the Office of International Programs.

## *Women's Life Transitions*

INS 245-41010

Instructor: Diane Busico

Are you sometimes puzzled by your feelings and concerned about life choices facing you? Would you like to have a better understanding of yourself and others?

The course will explore the process of adult psychological development from age 18 on. Through books and articles, students will see the life course unfold and follow various passages through the life course. Questions which naturally arise during the transition periods concerning, for example, career, marriage, and family, will be examined in the context of the life course. Students will be expected to develop a journal and be involved in team work. Upper class students will be expected to assume team leadership roles.

**Distribution:** Women's Studies

**Time:** I

**Room:** Old Main 10

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## *History of the Romance Languages*

LIN 312-41012

**Instructor:** Donald Steinmetz

The Romance languages have played and continue to play a major role in history. Most people are familiar with the names of the major Romance languages: Portuguese, Spanish, French, Italian, Romanian, but there are also other less known languages in this group, such as Galician, Catalan, Provençal, Sardinian, Rhetoromanic, and others. This course will be concerned why these languages are so similar and why they differ.

Basically, the similarities stem from the fact that these languages all have the same source, the popular Latin speech (often referred to as Vulgar Latin) which was spoken by ordinary people – traders and merchants, soldiers and sailors, rural and urban settlers of all kinds – within the Roman Empire at its greatest extent. They differ in part because differences in dialect traditionally tend to grow with the passage of time and, very importantly, these languages have all experienced the influences of various other languages – such as Arabic in the case of Spanish, Celtic and German for French, Slavic for Romanian, etc.

The length of the course will not permit going into great detail regarding all these changes, but the major developments will be examined carefully, particularly in the case of Spanish and French.

By the end of the course, the student will have seen samples of almost all the above Romance languages and should be familiar with the basic aspects of the popular (or Vulgar) Latin which result in the similarities and also be acquainted with many of the factors which account for the differences.

Grading for the course will be based on the student's general preparation for all assignments, on specific performance for two turn-in assignments, and on a final examination.

**Prerequisites:** at least three terms of some Romance Language or a linguistics course

**Time:** I

**Room:** Old Main 22

## *Math and Its Applications: Succeed With Math*

MAT 132-41013

**Instructor:** Suzanne Dorée

Are you a math avoider? Do numbers and symbols scare you? Do you wonder why a student majoring in social sciences or humanities needs to know some math? Would you like to improve your math skills, be more at ease with math, and maybe even learn to like math (a little)? If you answered "yes" to any of the above, this course is for you.

In this course we will work on solving problem and puzzles to help you be comfortable when dealing with numbers and to generally improve your quantitative reasoning

skills. We will see many uses of mathematics in business and social sciences.

Evaluation will be based on homework problems, a problem-solving journal, and several short papers. There will be *no* quizzes or tests.

**Time:** II

**Room:** Science 212

## *Math of Interest*

**MAT 173-41014**

**Instructor:** Ken Kaminsky

Have you ever wondered why women have been charged more than men for annuities and received lower pension benefits than men? Or why women have paid less than men for life insurance? Or how life insurance premiums are calculated? Or how installment loan payments are figured out? Or how much money to invest in order to accumulate a certain lump sum or annual payment at a certain date in the future? Then this course may be meant for you. These and other interesting and useful topics in the mathematics of financial transactions will be covered.

This course should be useful for students in business and economics or for any students interested in careers in finance-related fields. Evaluation will be based on classroom participation and quizzes.

**Prerequisites:** Group III on math placement test or equivalent.

**Distribution:** Mathematics/Physics

**Time:** I

**Room:** Science 212

## *Creative Arts Therapies: A Clinical Overview*

**MUS 110-41017**

**Instructor:** Roberta Metzler

An introductory course for students interested in interdisciplinary approaches of the various arts therapies, emphasizing the individual contributions of dance, drama, music, art and other arts to the therapeutic process. The class will visit clinical treatment facilities in the area. Evaluation will be based on three tests and field trip reports.

Special fee to cover transportation: \$15.

**Time:** II

**Room:** Music 24

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## *Electronic Music Composition*

MUS 230-41063/430-41015

**Instructor:** Robert Karlen

An opportunity for students to explore, experience, and create some of the sounds found in 20th Century music. Through a "hands-on" approach, participants will be involved in:

1. Making multi-track recordings on half-track, quarter-track, and cassette decks through an eight-track mixer.
2. Individually creating, modifying, and mixing sounds from traditional sound sources as well as from analog and computer-controlled synthesizers.

The study and application of practical electronic technology used in the production of music today will be combined with aesthetic considerations necessary for the creative aspects of the art.

Much of the work in this course will be done in small groups. Lower division students will work with up to four channel-four track recording involving techniques of speed changing, splicing, reversing tape direction and filtering using primarily traditional and non-traditional sound sources. Upper division students will also use electronically synthesized sound sources including computer controlled keyboard, overdubbing and overlaying up to seven tracks.

Students must have the use of a portable cassette recorder, and provide themselves with a 7-inch reel of blank recording tape and a blank cassette tape.

**Prerequisite:** Music theory or permission of instructor for upper division status.

**Distribution:** Art-Music

**Time:** II

**Room:** Music 5

## *Beginning Norwegian I*

NOR 111-41018

**Instructor:** Frankil Shackelford

Course 111 is for students with no previous background in Norwegian. The course aims to develop basic skills in speaking, listening, reading, writing, and cultural understanding. Classroom practice focuses on both presentation of vocabulary and structures and the use of the language in everyday contexts.

The final grade is derived from daily assignments, quizzes, and a final exam.

**Distribution:** Foreign Language

**Time:** I

**Room:** Old Main 25

## *What Do You Think Of That?*

**PHI 250-41019**

**Instructor: Kenneth C. Bailey**

There are many puzzling issues in our lives and world which deserve some clear and careful thought. What shall we think and say about such contemporary issues as "Freedom of the Will"; "Can Computers Think?"; and "What are the Grounds of Moral Responsibility?". In this course we will discuss these and other concerns that confront our age, in an attempt to understand them more clearly.

Discussions will be based upon readings from a wide selection of authors, some traditional (such as John Locke, Rene Descartes, and William James); and some very much in the forefront of contemporary discussion (such as Ayn Rand, B.F. Skinner, Sidney Hook, and John Hospers). Their views are provocative, to say the least, and they will challenge you to ask, again and again, "Well, Now. What Do You Think of That?".

Grades will be based upon a mid-term examination, a final examination, and class discussions.

**Distribution: History/Philosophy**

**Time: II**

**Room: Music 22**

## *Introduction to Weather*

**PHY 106-41020**

**Instructor: Noel Petit**

A study of the science of meteorology which will provide a working knowledge of the principles of atmospheric science. Attention will be given to four basic areas observing the weather changes and understanding the world's climate. Related topics to be included are: hydrology (study of the earth's water cycle), pollution, economic effects of the weather, and weather's impact on world events. This course is designed to be an elective or satisfy the Mathematics-Physics distribution requirement for the liberal arts student.

The course will have two weeks of class lecture and laboratory followed by a two-week trip through the Southeast United States visiting major weather facilities. The itinerary will include stops at Kansas City, Missouri; Oklahoma City, Oklahoma; Vicksburg and Gulfport, Mississippi; Tampa, Miami, Cocoa Beach, Daytona Beach and Gainesville, Florida. At each site there will be a tour and explanatory program for the functions of that facility. Topics of the visits will be severe storms, control of the water in the Mississippi River basin, automated weather observation at sea, television station weather facilities, hurricane tracking, weather satellites, and agricultural weather.



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During the trip the student will maintain a journal of weather and site visits. Daily weather maps will be created using portable weather satellite reception systems carried on the trip. This trip will not only allow visits of operational weather facilities, but also will allow the student to experience the full range of climates across the U.S. from north to south.

Daily quizzes and lectures will be given during the travel. Grades will be based upon the journal, two hourly examinations and an individual project completed during the trip. The cost will be approximately \$700. Initial deposit due by October 26.

**Prerequisites:** High School Algebra

**Distribution:** Mathematics/Physics

**Time:** I

**Room:** Science 28

## *Introduction to Space Science*

PHY 320-41021

**Instructor:** Ken Erickson

This course is designed for students in science and engineering who are interested in acquiring a basic knowledge of the major topics required for further study in the field of space science.

The course will provide a survey of the earth's space environment including solar, planetary, magnetospheric, ionospheric, and upper atmospheric physics. Topics include solar flares, solar corona, the solar wind, the bow shock, magnetopause, radiation belts, plasma sheet, magnetic storms, and magnetosphere-ionosphere coupling with special emphasis on magnetospheric substorms, current systems, particle precipitation, and aurora. Evaluation will be based on assignments, two exams and a paper.

**Prerequisites:** PHY 245 or consent of instructor

**Time:** I

**Room:** Science 205

## *Spreadsheet Physics*

PHY 151-41022

**Instructor:** Jeff Johnson

Spreadsheets (e.g., Lotus 123) have been used extensively in business for years. However, it is also possible to use spread sheets to solve physics problems without using "high-powered" mathematics. Spreadsheets allow the student who is not an expert in mathematics to experience physics on a more intuitive

level. We will use Lotus 123 to solve problems in a wide variety of physics areas including planetary and projectile motion. Some of the problems investigated might be in areas other than physics. Grading will be based on spreadsheet projects, homework, and a final exam.

**Prerequisites:** Math level III

**Distribution:** Mathematics/Physics

**Time:** I

**Room:** Science 30

## *Understanding the Middle East Through Literature*

POL 241-41062

**Instructor:** Renee Taft

Literature in the Middle East can be a sensitive barometer of the manner in which individuals have sought to cope with the challenges and crises experienced by their societies and have defined themselves within and against societies which are themselves in the process of change and redefinition. In this seminar, students will examine a number of novels as well as expository prose in English from Egypt and the Arab world, Israel and Iran. Because the theme of common concern in our time is the Arab-Israeli conflict, emphasis will be placed on gaining a better understanding of its ramifications. The seminar will emphasize close reading and analysis of texts, classroom discussion and essay writing. No prerequisite required although some basic knowledge of the Middle East is preferable. Final examination and one paper comparing two or more authors read.

**Distribution:** Economics/Political Science

**Time:** I

**Room:** Music 23

## *Alternative Politics*

POL 354-41058

**Instructor:** Randall Kindley

The expanding role of alternative political movements is one of the most fascinating social phenomena of the last quarter of the century. Political parties, interest groups and grass-roots movements that will fit our conventional view of left and right are becoming significant political players at the national and local level in the United States and abroad. The Greens, for example, have become parliamentary contenders in many European countries. Youth and church movements have figured prominently in the political changes that swept Eastern Europe in 1989-1990. In Minnesota, environmentalist, anti-nuclear, religious and anti-discrimination groups are gaining in membership and activism while traditional competition between Democrat and Republican wanes. Will the politics of the



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21st Century be based on these new political cleavages?

In this course, we will examine the phenomenon of alternative political movements from a cross-national, national and local perspective. Several issues will be raised: What accounts for the propagation of these new political forces? What are the visions and goals of these groups? How are these visions and goals translated into pragmatic political action? How do their ideals, as well as the political systems in which these groups are embedded, shape differences in objectives and strategies? Finally, what does their growth mean for the way politics will be conducted at the local, national and international level in the years to come?

Essentially, this course will be exploratory and we hope to develop a practical scheme for comparing and analyzing the emergence and behavior of these alternative political groups. Readings will be a mixture of theoretical literature and publications of some of these groups. The greater emphasis will be on the latter since the majority of class time will be devoted to presentations by prominent individuals in local alternative movements and discussions about their political goals and strategies. Grades in the course will be based on class participation, a term paper and a final exam.

**Prerequisites:** 1 Political Science course or permission of instructor.

**Time:** II

**Room:** Murphy Place 3

## ***The Legal Rights of the American Employee and Employer From a Legislative and Judicial Perspective***

**POL 376-41059**

**Instructor:** Phil Fishman

This new course will examine the current political and legal rights and responsibilities of the American employee in the contemporary labor market. Various forms of employment issues, including contract rights, wrongful termination, workers compensation for job-related injuries, safety in the work place, protection against legal discrimination on the job, drug and alcohol testing and rights of the employee to "whistle-blow." Wherever possible, the opposite position of the employer will be presented. The role of the American labor union movement and employer's political action groups will be addressed where relevant. There will be field trips to observe actual court and/or administrative law proceedings. Students will also meet with employment lawyers.

Students will prepare special mini-term paper and final examination.

**Prerequisites:** Junior or Senior status; 1 course in Political Science or Economics.

**Time:** Wednesday Jan. 2, 6:30-9:30 and each Monday and Wednesday thereafter.

**Room:** Old Main 16

## *Psychology of the Legal System*

PSY 335-41024

**Instructor:** Nancy Steblay

The U.S. legal system will be investigated from the perspective of psychological theory and practice. A specific focus will be on the social psychology of courtroom procedures with consideration of such topics as jury selection, eyewitness evaluation and jury decision making.

Class readings and discussion will also cover such broader areas as morality, justice, ethics and victimization. Guest lecturers will include members of the legal and psychological communities.

Evaluation methods include test and written work; students will also be responsible for contribution to classroom discussion.

**Prerequisites:** a general psychology course

**Time:** II

**Room:** Old Main16

## *The Self as Revealed in Myths and Symbols*

PSY 340-41023

**Instructor:** Norm Ferguson

This course will explore concepts of self from psychological, cultural, and theological perspectives. A variety of myths and symbols will be examined with the intent of gaining knowledge about how they function as representations of "the self."

The objective of the course is to gain a deeper understanding of one's individual self and of how the conceptualizations of your self have been molded by a variety of social, cultural, and historical influences. The content of the course will include topics as: the impact of science on myth; the mythologies of romantic love, war, and peace; the process of individuation; and metaphors of psychological transformation.

Class time will be devoted mainly to the discussion of the assigned readings. Students will be expected to be prepared for class by doing the readings and to be actively involved in the class discussions. Students will be given some of the responsibility for leading discussions. Evaluation will be based on: (1) class participation, (2) a course journal, and (3) four or five short (600-800 word) papers.

**Prerequisites:** PSY 105 (General Psychology)

**Time:** I

**Room:** Murphy Place 2

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## ***Idealism and the Adolescent***

**PSY 370-41025**

**Instructor: Duane E. Johnson**

Inquiry into the nature and presence of idealism in the life of the adolescent person. Theoretical bases for such idealism will be considered. Idealism directed toward other persons and society will be the main focus.~This course will be conducted as a seminar with a high level of student contribution and participation. Attendance at each class session is required.

Procedures will include class discussion, frequent short papers, and frequent oral reports. Each student will be required to seek out and interview persons in the adolescent level of development. Typewriting or equivalent word processing will be required. Students are required to read *The Moral Life of Children* by Robert Coles before the start of the Interim. This book will be available in the Augsburg Bookstore by November 1. Content of the book will be discussed in the first few class sessions and will provide a base for further learning in the course.

**This course is offered *only* on P/N basis.**

**Prerequisites: PSY 105, General Psychology**

**Time: I**

**Room: Old Main 23**

## ***The Bible, Language and Interpretation***

**REL 445-41006**

**Instructor: Philip Quanbeck**

A study of the use and function of language in the Bible. The importance of recognizing the varied character of language for understanding the biblical text. Grades will be based on class participation, a presentation to the class and an examination.

**Prerequisites: REL 111 or REL 221**

**Distribution: Religion (only one Interim Religion course may be used toward graduation requirements.)**

**Time: I**

**Room: Old Main 11**

## ***The Theology of Marriage***

**REL 343-41026**

**Instructor: Cathy Paulsen**

Marriage has been described in terms of a free fall, a decision which we often make with a portion of our brain and all of our heart. This course will take nothing from the

heart, whether you are married or not, but it will increase your sureness and the possibility for meaning/intimacy in your life with a significant other. Within the context of Christian teachings, many theories, with particular attention given to the work of C. G. Jung, will be studied and applied to the marital relationship and secondarily to the family.

There will be lectures, discussion, and visiting resource persons. Evaluation will be based on class participation, one paper, and two tests. Two books will be required.

**Prerequisites:** REL 111 or REL 221 or permission of instructor.

**Distribution:** Religion (only one Interim Religion course may be used toward graduation requirements.)

**Time:** I

**Room:** Music 24

### *Biblical Texts Then and Now*

REL 435-41060

**Instructor:** Lynne Lorenzen

An opportunity for students to research specific Biblical texts to examine their place in Scripture and how it has been interpreted by theologians down through the centuries, including current interpretations by feminist, process and liberation theologians.

Each student will research and present findings to the class on one specific text.

Evaluation is based on class participation and the research paper. No exams.

**Prerequisites:** REL 111 or REL 221.

**Distribution:** Religion (only one Interim Religion course may be used toward graduation requirements.)

**Time:** II

**Room:** Old Main 23

### *Atoms, God and Money: How Science, Religion and Economics Mix*

REL 436-41061

**Instructors:** Mark Engebretson, John Benson, and Tom Morgan

Science, theology and economic thought are intricately intertwined and reflect one another in the development of Western Civilization. "Atoms, God and Money" will examine three historical periods: Medieval, 18th Century and 20th Century, to show how the three areas of thought change together and influence one another.

Course content will be drawn from texts and video series by James Burke and from writings of Kenneth Boulding. Class time will be divided among a variety of activities including: discussion, lecture, presentations, small group tutorials and

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simulation games. Drawing from the ideas developed in the course, participants will work as teams to construct Space Colonies.

Course evaluation will be based upon: Midterm and Final exams, group project presentation, and a final paper on a topic in the area in which one is taking the course for credit.

**Prerequisites:** Junior or Senior status and one prior religion course

**Distribution:** Religion (only one Interim Religion course may be used toward graduation requirements.)

**Time:** II

**Room:** Science 123

## *Exploring Human Services*

SWK 257-41027

**Instructor:** Mary Lou Williams

Students will volunteer 20 hours per week under the direction of an agency representative. In addition, students will attend a specific small group seminar 3 hours per week during which agency experiences will be shared and readings discussed. Evaluation will be based on performance in agency, written subjective summary, brief journal summary, exam on readings.

**Time:** I

**Room:** Murphy Place 1

## *Exploring Human Services and Social Work in Great Britain (January 2-26, 1991)*

SWK 346-41028

**Instructor:** Rosemary Link

Experience the excitement of a changing Europe through British eyes. Explore modern social policies in the context of ancient culture. Join British students and faculty and meet a variety of human service professionals in health, corrections, family and child welfare. Encounter the breadth of the nation's traditions through visits to galleries, museums, theaters and historic sites, such as Canterbury, and Stratford. In London we visit a wide range of agencies and explore this lively city with the help of English social work students. We visit the West coast port of Bristol and benefit from University faculty expertise in advocacy and child welfare. We mix practical experience, observation and dialogue to understand how the country's social services reflect cultural values. The fee (\$2,295) includes travel and accommodations, breakfast daily, two lunches, six dinners and two theater tickets.

**Registration for this Interim must be made before October 26 at The Office of International Programs.**



## ***Field Work III***

**SWK 466-41030 (full course)**

**SWK 466-41029 (1/2 course)**

**Instructor: Francine Chakolis**

Course content will be continuation of Field Work II – educationally focused field placement in a social service agency.

Students will spend 15 (or 30) hours per week in field placement, plus one hour per week in a faculty facilitated supportive seminar held on campus. Evaluations will be made in writing by the field instructor using previously developed contract and social work evaluation forms.

**Prerequisites: SWK 462 (Field Work II)**

**Time: To be arranged**

## ***Principles of Sociology***

***(with emphasis on the Health Care System)***

**SOC 121-41031**

**Instructor: Barbara Johnson**

Sociology is a unique way of understanding the world. As an academic discipline and a profession, sociology provides insights into culture, roles, groups, interaction, inequality and social structure. It is an essential tool for discovering the world and one's place in it.

The emphasis for illustrations and exercises will be directed to the health care system. Cross-cultural comparisons will be drawn. The course will be useful for future health care providers and related professionals and for consumers as well.

This course covers the same concepts and meets the same objectives as the regular term course. Therefore students can expect daily written and/or reading assignments. Three exams will be given.

**Distribution: Psychology/Sociology**

**Time: II**

**Room: Library 1**

## ***Racial and Minority Group Relations***

**SOC 265-41032**

**Instructor: Jerry Gerasimo**

This course considers the dimensions of racial and minority group relations. Major attention is focused upon prejudice, racism, and the role of self-understanding. The course format will include lectures, films, readings, and an opportunity for off-campus participant observation. Members of the class can expect evaluation to be based

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on a combination of class participation, a research project, and a final examination. The course is offered only on a P/N basis.

**Distribution:** Minority-Urban

**Time:** I

**Room:** Old Main 18

## *Beginning Spanish*

SPA 111-41033

**Instructor:** Staff

Beginning Spanish I is the first half of the beginning sequence, the goal of which is to introduce the student to the most basic vocabulary and grammar in order to prepare him or her either to go on to additional study of Spanish or to use it at an elementary speaking-understanding level at the end of the second course. The emphasis is on spoken Spanish, but secondary goals are to develop reading and writing skills as well. After Interim, students will be prepared to continue with Spanish 112 in the spring.

The approach used in class will be proficiency oriented and grammar explanations will be given as needed to clarify those in the text. Evaluation will include class participation, a test on each chapter and a written and an oral final exam.

**Distribution:** Foreign Language

**Time:** I

**Room:** Old Main 29

## *Evaluating Continental Literature*

SPA 250-41034

**Instructor:** Gunta Rozentals

The objective of the course is to enable students to discuss continental literature through the use of valid critical tools. It will involve both theory and subsequent evaluation of the reading selections from different points of view. We shall read half a dozen short stories, several plays, one novel and a number of poems.

Student evaluation will be based on three written reports, participation in class discussions, and a final exam. This course is designed for foreign language students but anyone with an interest in European continental literature is welcome to enroll. Students interested in Spanish 350 (Introduction to Literature for Language Students) should see the instructor for special arrangements. Offered in English.

**Prerequisites:** Sophomore standing or consent of instructor

**Distribution:** English-Speech

**Time:** I

**Room:** Old Main 27

## ***Documentary Video***

**SPC 347-41035**

**Instructor: Deborah Bart**

Documentary video is a video production course which integrates lecture and criticism with hands-on experience dealing with non-fiction subjects. Students will work in production teams, gaining experience in field production and editing. The production teams will produce a 30-minute documentary piece. Evaluation will be based upon student journals, critiques and a paper. This course requires additional lab time for editing.

**Time: I**

**Room: Foss A-V Seminar**

## ***Theater Crafts***

**SPC 495-41036**

**Instructor: Michael Burden**

Theater Crafts will introduce students to several methods used in producing props and costume accessories for the stage. Class time will be project oriented. Projects will include felt hats, masks, jewelry, mold casting, hand props and a final project to be selected by the student. The class will also include theater tours and attendance at a prop-oriented show.

**Prerequisites: SPC 222 or 228 (Intro to Theatre or Technical Production) or permission of instructor.**

**Time: II**

**Room: Tjornhom-Nelson Theater**



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## UMAIE

Augsburg is part of a consortium called UMAIE, Upper Midwest Association for Intercultural Education, which offers overseas learning experiences during the Interim. Further information about the following courses can be obtained from Kathleen Lutfi at the International Programs Office, 2018 Eighth Street (330-1655) or from the Interim Office. Registration for these Interims ends October 26, 1990. These courses are offered on a P/N basis only and generally carry a lower division number.

- Ancient and Modern Maya of the Yucatan*
- Archaeology in Yugoslavia*
- Art in France and Italy*
- Australia's Business Climate* ✈
- The British School and Family*
- The Culture, Heritage and Diversity of Eastern Europe*
- Ecology and Natural History of The Yucatan*
- Egypt in Transition*
- Europe and the Rise of Modern Science*
- *Exploring Human Services and Social Work in Great Britain*
- Greece: Art and Artifact, Myth and Drama*
- Guatemala: Centuries of Tradition— Century of Change*
- Hawaii: Multi Cultural Communication in Organizational Settings*
- Intermediate German: 2,000 Years in Trier*
- Literary Landscapes of England and Ireland*
- Modern European Business and Worklife*
- Mozart to Brahms: Music in Germany and Austria*
- Museums, Music and Monuments (Germany, Austria, Italy, Hungary)*
- Peace Studies: Nonviolent Revolution in Europe*
- Social Change: The Ultimatum of Community Development in India*
- The Soviet Union and Eastern Europe in the Gorbachev Era*
- Southeast Sea Adventure: Tropical Ecology in Malaysia and Bali*
- Spain: 1492 to 1992 and Beyond*
- Theatre in Britain*
- This is New Zealand*
- Towards Peace an Conflict Resolution: Study in Ireland*
- Translating All That Business About Japan*

These courses are offered by institutions or groups not connected with Augsburg College but have been approved for credit by the college. Most carry a tuition cost plus other expenses which are the responsibility of the student. They are offered only on a P/N basis. Fuller descriptions and details for registering are available in the Interim Office.

## *Sailing in the Virgin Islands (January 8-24, 1991)*

HPE 455-41039

**Instructor:** Joyce Pfaff

Designed for the beginning and intermediate sailor interested in the art and practice of sailboat cruising. The course will take the participant to a competent level of sailboat handling (anchoring, mooring, helming and crewing). The student will live aboard a 43-46 foot fixed keel sailboat with five/six other people and will function as an active crew member. Actual on-the-water instruction will be the major part of the course. 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. No smoking is allowed.

The course cost is \$2,400, which includes airfare, for Augsburg day students and qualifying 4-1-4 students. Others will have to pay regular Interim tuition in order to receive academic credit.

**Prerequisite:** Permission from Marilyn Florian or Carol Enke of the Health and Physical Education department.

Total payment is due October 31, 1990.

**Distribution:** Lifetime sport (also one course credit).

## *Outward Bound*

HPE 212-41067

Check for information in the Interim Office for material on dog sledding and snowshoeing on the Minnesota-Canadian border or for white water canoeing and desert camping on the Rio Grande in the December 27 through January 27 period.

There is a cost of approximately \$1,275 (the Outward Bound organization has some scholarships available).

## *Leaders on Leadership: The National Agenda*

POL 398-41065

## *Washington, D.C.: News Capitol of The World*

POL 398-41066

These Interims begin December 30 and continue until January 19, 1991. Information on either of the above programs, housing and financial assistance is available from Dr. Milda Hedblom in Memorial 117A.

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*The following activity is available to students during Interim and students may register for this class as well as for a regular course. This activity does not carry official credit, but does meet the lifetime sports requirement for graduation. Students may participate in this class without registering for the course, but will be expected to pay any fees whether or not the student registers for the course.*

## ***American Karate***

**HPE 002-41045**

**Instructor: Mike Teitelbaum**

The form, basic techniques and practical usage of American Karate, taught by a certified Third Degree MKA Black Belt instructor. Fee of \$25.00.

**Distribution: Lifetime Sports**

**Time: 12:00-1:00 MWF**

**Room: Melby**

## ***Racquetball***

**HPE 002-41044**

**Instructor: Brian Ammann**

**Distribution: Lifetime Sports**

**Time: I; M,W and alternate Fridays**

**Room: Melby**

## *Hisotry of Economic Thought*

ECO 219-41406

**Instructor: Richard Herzog**

A chronological study of the major economic thinkers in the context of the political, economic and social settings of the time. Emphasis will be on tracing long-term secular trends in economic thinking in an attempt to provide a framework for understanding and analyzing current social problems.

- I. Ancient Economic Thinking
- II. The Medieval Period
- III. Mercantilism
- IV. Classical
- V. Socialist/Utopian
- VI. Modern

Primarily lecture/discussion depending on class size. If small class (less than 10), seminar style may be more appropriate. A major research paper (minimum of 10 pages) would be required. Final exam would be essay on three of five topics.

**Distribution: Economics/Political Science**

**Time: II**

**Room: Old Main 11**

# NEW COURSES

AIS 290-41069

ART 290-41068

## TRIBAL ARTS & CULTURE

S. Chapman

An overview of the visual arts of the American Indians within the United States with some attention to Canada, Central and South America. In addition to the visual arts of the Eastern Woodland, Plains, Pacific and Southwest Indians, some content will include drama, dance, poetry, mythology, rituals and religion. Students will produce art work such as weaving, baskets, pottery, jewelry, sculpture or prints. This course is crosslisted with the Art Department.

Objectives, Content, and Procedures are described on page 2 of this Proposal. Evaluation will be done in conjunction with the Art Department. A complete syllabus will be developed with the assistance of the Art Department. Methods of evaluation will be included.

Distribution: Fine Arts

Time: II

Room: OM4

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HPE 271-41070

## OFFICIATING FOOTBALL

A. Kloppen

### Objectives:

1. Develop knowledge and skills necessary to become a registered official with the Minnesota State High School League.
2. Develop appreciation for the role of the official in the total educational process.

Content: Will be based on the rules and mechanics set forth by the National Federation for Sports and rules and regulations of the Minnesota State High School League.

Procedures: Lectures, demonstrations, films, simulated game situations

Evaluation: Written test

This is a one-half credit course. Time: II, M,W, alt. Fri. Room: Si Melby

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HIS 140-41064

## EAST EUROPE UNDER THE HAPSBURGS

R.D. Zehnder

We will look at the East Central Europe realm of the Habsburgs and its inheritors focusing on three themes: 1) Background, development and current condition of the peoples of East Central Europe and the Balkans with an eye to following current events in East Europe or planning an exotic but cheap vacation for those already bored with Paris and Oslo.

2) The ingenious institutions of the Habsburgs that allowed them to cope with the challenge of Reformation, Liberalism, Nationalism, always as the visiting team in the struggle with Gustavus Adolphus, Napoleon, and Bismarck.

3) The brilliant cultural achievements of these heartlanders miles from the ocean at the interface of German, Latin, and Slavic societies, from Mozart to Freud.

We will visit Vienna in 1776 through the film Amadeus unless the time machine is ready by class. By the end of term everyone will be expected to discuss East Europe intelligently over coffee and will do an in-depth project paper on an East Europe summer vacation with a historical focus or some aspect of the Habsburg cultural or institutional contribution that you find particularly interesting. There will also be some form of an examination.

Distribution: History/Philosophy

Time: II

Room: OM13



Modern Western culture has been significantly shaped by an attempt to objectify and understand the natural world -- what we today call science. Yet traditional approaches to cultural history stress social, political, artistic, and literary developments, leaving science and its history to students of science, isolating our scientific heritage from other aspects of our culture.

The Scientific Revolution provides an entre to the history of science by surveying the key changes in Western theories of nature and how it should be investigated. Selected theories developed in antiquity, chiefly those of Aristotle, Ptolemy, and Galen, will be presented as background to the profound restructuring of the content, organization, and methodology of science in the period (1500 - 1700). Specific episodes in the emergence of modern science will be presented in detail: the rejection of geocentric cosmology by a succession of scientists from Copernicus to Newton; medical reform and the discovery of the circulation of the blood; the emergence of experimental methods; the organization of the scientific enterprise; and concern for the impact of science on religious and moral matters. Why were the time-tested theories of the ancients thrown out in this period? Why did the new ideas often meet with opposition? Consideration of these questions will require us to consider the social and intellectual context of Reformation and Counter-Reformation Europe. In the process we will dispel some old myths about the progressive nature of scientific development and come to an understanding of some of the conceptual changes that form part of our intellectual heritage.

Instruction will include lectures and discussion. Evaluation will be based on examinations (short answers and essays) and a short paper.

Prerequisite: 1 History course

Time: II

Room: OM13

MAT 118-41013

MATHEMATICS OF CHANCE

Zheng

The goal of this course is to discuss with students about various finite mathematics topics, including Sets, Counting Techniques, Probability and Statistics. Class sessions include lectures, discussions and small group exercises. Course evaluation will be based on class participation, homework, a midterm exam and final exam. (Students who have had Probability and Statistics from other courses should contact the instructor before registering for this course).

Students who have taken MAT 121 may not take this course; however, students who take this course may later register for MAT 121.

Prerequisites: MAT 104 or Group III

Time: II

Room: S212

Distribution: Math/Physics

INS 401-41071

THE CITY AS MYTH & METAPHOR: THE GARDEN & THE WILDERNESS

J. Griffin

This course will look at the city as a garden and wilderness, exploring these metaphors in the broadest sense. Not only will we look at the city per se, but we will consider how these metaphors affect perceptions of women & minorities.

The course will approach the topic primarily by way of the humanities. Thus there will be a focus on the discussion of texts, but these texts will be supplemented by the resources of the Twin Cities themselves.

Prerequisite: SENIOR HONORS STUDENT

Time: I

Room: FC 42

INTERNSHIPS: For information on January Interim internships please contact the Internship office in Murphy Place, Rm. 8, by December 14.

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OTHER CHANGES:

HPE 232 REC'L RHYTHMS & ACTIVITIES meets Time: I, M,W, & alt. F

Cancelled courses: HIS 338, THE 1890s: AMERICA'S WATERSHED

MAT 132, MATH AND ITS APPLICATIONS

INTERIM 1991