

# Augsburg College

AUGSBURG



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## INTERIM - 2000

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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 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.

Interim is an opportunity for intense concentration on a single course of study. Since 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 or spring semesters. Students should be prepared for at least 40 class hours during the Interim and should anticipate the equivalent of the normal two hours of study for each class hour. Since the course length is only 3 1/2 weeks, attendance at every class is imperative. While it is expected that students will attend every class period, instructors will establish the precise attendance policy for their courses. 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 for either upper or lower division credit. Such Interim courses have two numbers listed and students must select which is most appropriate for their needs. Students registering for upper division credit should anticipate additional assignments and a more rigorous grading standard. Some courses, especially courses with travel requirements, have additional fees associated with them. These fees, although intended to be accurate, may change; and students should check with the instructor to verify the final costs.

Students are required to complete at least 33 course credits for graduation. This course total must include two Interims for students who enter with fewer than 14 courses. Freshmen are required to take an Interim course their first year. A maximum of four Interim course credits may be counted toward the 33 course credits required for graduation. Transfer students should refer to their transfer credit evaluation form or consult the registrar for the number of Interim courses required.

Day school students (3.0 credits or more for fall) can take a total of 1.0 course credit. They may take two half-credit classes. They may also take a lifetime sport (zero credit). The lifetime sport is at no additional charge if they are full-time students (fall term). If less than full-time, they will be charged. Weekend students can take 1.0 course credits in Interim as a cross registration but will be charged day school tuition \$1630 per course credit. If they do so, they may take only 1.0 additional course credit in Weekend College for winter trimester.

Augsburg College, as affirmed in its mission, does not discriminate on the basis of race, color, creed, religion, national or ethnic origin, age, gender, sexual orientation, marital status, status with regard to public assistance, or disability in its education policies, admissions policies, scholarship and loan programs, athletic and/or school administered programs, except in those instances where religion is a bona fide occupational qualification. Augsburg College is committed to providing reasonable accommodations to its employees and its students.

Any questions concerning Augsburg's compliance with federal or state regulations implementing equal access and opportunity can be directed to Lora Steil, affirmative action coordinator, Office of Human Resources, CB 79, Augsburg College, 2211 Riverside Ave., Minneapolis, MN 55454. She can be reached by telephone, (612) 330-1023; or by e-mail, <steil@augsb.org>.

## Options

- **International Interim**—Students are invited to participate in the international Interim courses offered by the Upper Midwest Association for Intercultural Education (UMAIE) and other consortia. These course opportunities are listed on page 45. Some courses have early registration deadlines.
- **Internships deadline**—Friday, December 10. January Interim internships must be planned in advance. Students electing an internship must meet departmental requirements and present a signed internship-learning agreement plan to the Center for Service, Work, and Learning (1st floor Memorial) by the first day of Interim classes. The learning-agreement forms are available in the same office. Internships during Interim must involve full-time work placements for approximately four weeks. Assistance for planning internships is available in the Center for Service, Work, and Learning.
- **Independent study/research 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 study per Interim. Students choosing to pursue independent or directed study must:
  1. Meet departmental requirements
  2. Present to the registrar a copy of the proposed study plan approved by the supervising faculty member and the directed/independent study registration form. These forms must be submitted by December 1. Appropriate study proposal and registration forms can be obtained in the Office of the Registrar.

- **Interims at other schools**—Augsburg students may enroll at any other 4-1-4 institution that offers a reciprocal Interim arrangement. Catalogs of these Interim programs are available in the registrar's office. Registration for Interims at the other ACTC colleges will be 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 general education requirements or major requirements.

## 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 \$1,630 for the Interim course. Students interested in registering for an Augsburg Interim should write to the Office of the Registrar for application forms or use the forms provided by the Interim office at their own school. There is an application processing fee of \$25. Students are welcome to stay on campus but are not required to do so. Requests for Interim housing should be made to the Office of Residence Life.

It should be noted that neither ACTC exchange students nor visiting students may register for 199, 299, 399, or 499 courses.

## About This Catalog

The catalog lists courses by departments 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. Students may also register for one of the lifetime sports listed at the end of the catalog. Courses that include travel are marked with an airplane.

## Interim Calendar 2000

- November 15 to December 3 ..... Interim registration
- January 3 ..... First day of Interim  
Time I-9:00 a.m. (first day)  
Time II-1:15 p.m.
- January 4 ..... Last day to register or add a class or  
cancel a class without a notation
- January 14 ..... Last day for determining  
grading option with registrar
- January 14 ..... Last day for withdrawing from courses
- January 17 ..... **Martin Luther King Day—no class**
- January 27 ..... Interim ends
- January 31 ..... Spring semester begins
- February 4 ..... Interim grades due to registrar

The time, 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 11:45 (**Note: on the first day, Time I classes will begin at 9:00 a.m.**)

Time II: 1:15 p.m.-5:00 p.m.

**Note: Martin Luther King Day—No class**

### For More Information

For more information contact Barbara Pappenfus in the Interim Office at (612) 330-1150.

## Calligraphy I & II

ART 106-J

ART 306-J

*Instructor: Philip Thompson*

Development of calligraphic writing and drawing skills with emphasis on the broad-edged pen. Attention given to the historical development of calligraphy and the elements of design through readings and demonstrations. Class time and assignments center on proactive calligraphic concepts with special attention given to foundation, italic, gothic, and uncial styles. Three original projects are required and evaluation is based on quality of work plus participation and growth factors. Upper division students are required to complete examples in three historical writing styles plus an expanded project. Required materials: text, pens, ink, ruler, and mat board.

*Liberal Arts Perspective: Aesthetics*

*Maximum Enrollment: 15*

*Time: I*

*Room: Old Main 4*

## Life Drawing

ART 247-J

*Instructor: Norman Holen*

A study of undraped figures for art students and non-art students. The figures will be depicted with graphite pencils in various settings for varying lengths of time. Grades will be based upon quality and improvement. There will be a fee of \$45 to be paid on the first day of class.

*Liberal Arts Perspective: Aesthetics*

*Maximum Enrollment: 20*

*Time: I*

*Room: Old Main 17*

## Marine Biology of the Florida Keys

*BIO 140-J*

*BIO 340-J*

*Instructor: William Capman*



The Florida Keys provide an excellent site for study of natural history and ecology of marine, coastal, and sub-tropical communities. This class will spend about 2 1/2 weeks in Florida at the Newfound Harbor Marine Institute located on Big Pine Key. The Institute offers laboratory facilities, ocean-going research platforms, housing, and a dining hall. Field trips to coral reefs (Looe Key National Park), tide pools, turtle grass flats, mangrove islands, and upland hammocks will be led by professional naturalists from the institute. Organisms and communities will be studied on site and in the laboratory. Research projects will be initiated shortly after arrival at the station in order to provide opportunities to gather data over a period of several days. Visits to Pennicamp State Park, Key West, and the Everglades will be included. Evaluation will be based on:

BIO 140: (1) field and laboratory records, (2) personal journal, (3) quizzes at Marine Institute, (4) a final exam.

*Prerequisite for BIO 140: Any one of the following courses or their equivalents - BIO 101, 102, 103, 113, 114, or consent of the instructor.*

BIO 340: (1) field and laboratory records, (2) personal journal, (3) quizzes at Marine Institute, (4) written report of the research project, and (5) final exam.

*Prerequisite for BIO 340: BIO 351 or BIO 481 or consent of the instructor.*

Estimated cost of the course: **\$2500** (includes airfare, all ground transportation, housing and meals while at the institute). Contact the instructors for details.

*Prerequisite: See Above*

*Maximum Enrollment: 12*

*Time: II*

*Room: Science 212*



## Laboratory Biochemistry

*BIO 368-J*

*Instructor: Karen Ballen*

This course is an introduction to techniques commonly used in biochemistry. Techniques include (but not limited to): protein extraction, dialysis, spectrophotometry, SDS polyacrylamide gel electrophoresis, ion exchange chromatography, Western blots, measurement of enzyme activity, and thin layer chromatography.

*Prerequisites: 2.0 in BIO 367*

*Maximum Enrollment: 12*

*Time: I*

*Room: Science 212*

## Advanced Computing for Business

*MIS 370-J*

*Instructor: Jim Kattke*

Objectives are to learn concepts underlying creation of Web pages and business communication via the Internet. Use of relational databases for advanced queries, forms, and reports. Basics of event-driven programming for solving business related problems. Students will complete three major projects and a few minor assignments. The course requires significant effort on projects and constant access to a computer. Cooperation with fellow students in learning to apply concepts is encouraged. A good grasp of MS Access is required or the willingness to exercise exceptional effort in learning the tool.

*Prerequisites: MIS 175, CSC 170, consent of the instructor, or Math Placement Group 3*

*Maximum Enrollment: 20*

*Time: II*

*Room: Lindell 16*

## Personal Finance

*BUS 295-J*

*BUS 495-J*

*Instructor: Ashok Kapoor*

This is an introductory course in personal financial planning. Students will be introduced to budgeting, credit, income taxes, insurance, real estate, investment and retirement planning. BUS 295: quizzes and exams. BUS 495: all of the above plus some assigned case problems/papers will be required.

*Prerequisite: Math Placement Group 3*

*Maximum Enrollment: 25*

*Time: 11*

*Room: Foss 43*

## Chemistry for Changing Times

*CHM 100-J*

*Instructor: Arlin Gyberg*

This course is developed from the perspective of a person living in a modern, high-technology society such as the United States. It assumes that before one can evaluate a moral or societal issue of a scientific nature one at least must be able to understand the science involved. Anything less is an impression rather than an informed decision. As we develop scientific concepts we will at the same time relate them to an abundance of current issues. We live in a world of pesticides, fertilizers, plastics, birth control, food abundance and food shortage, food additives and processing and synthesis, organically and non-organically grown food, chemical dependency, licit and illicit drugs, the energy crisis, and the debates about sources of energy, the green house effect, and nuclear waste storage, pollution, genetic engineering and much more. Many of these problems are chemical in nature. Thus, in learning about chemistry, via lecture and in-class discussion, we can begin to understand ourselves, our society, our world, and even some of the universe. The grade for the course is based on a percentage of the score of total points on the daily quizzes.

*Prerequisite: Math Placement Group 2*

*Liberal Arts Perspective: Natural World 2*

*Maximum Enrollment: 25*

*Time: 1*

*Room: Science 315*

# Introduction to Polymer Chemistry and American Plastic

CHM 104-J

Instructor: Ron Fedie

Previously there was the Stone Age, Iron Age, and Bronze age. Now we live in the Age of Polymers (and Plastics). Without this innovative technology, life as we know it would be much different. The variety of polymer molecules and their properties make up many, diverse plastics and the variations are endless. Many items and materials in the areas of coatings, adhesives, leisure/sports equipment, building/construction, automobiles, furniture, clothes, medical supplies, cosmetics, and others that are used every day come from different polymeric materials made from polymer molecules. In this course we will explore and discuss the world of polymer chemistry. Polyethylene is one of the most commonly used synthetic polymers found in “plastic” wrap and trash bags. A common natural polymer, polyisoprene, is collected from the sap of rubber trees and tires, golf balls, and latex gloves are just some of the many uses. The class will focus on two books. One, *American Plastic: A Cultural History*, by Jeffrey Meikle for the historical perspective of our world of polymers. Themes from the book, the different types of polymers used, and recent themes such as the recycling of plastics will be discussed. A second book, *Giant Molecules*, by Grosberg and Khokhlov, will help with the previously mentioned themes and give more depth to the broad world of polymers not covered in Meikle's book. There will be six lab periods in which some polymer molecules will be made and several of their interesting properties will be explored. Students will be graded on 25 group worksheets, 6 quizzes, 6 reflection papers, 6 lab periods, and an individual project and presentation.

*Prerequisite:* Math Placement Group 2

*Liberal Arts Perspective:* Natural World 1 or 2

*Maximum Enrollment:* 22

*Time:* II

*Room:* Science 315

## Introduction to Computer Science and Communications

*CSC 160-J*

*Instructor: Larry Ragland*

This course introduces the major areas of computer science and computer communications. These areas are: algorithms, algorithm design, algorithm efficiency, hardware, logical circuit design, computer organization, software and operating systems, programming languages, operating systems, theory of computation, mathematical foundations of computer science, Turing machines, computer communications and the Internet, packet switching, Internet services, and operation. This course will consist of lecture/discussion times with frequent in-class lab exercises on the topics above. Grading will be based on examinations, labs, and homework. This is not a course in computer applications or how to use computers, although we may touch on these topics.

*Prerequisite: Math Placement Group 3*

*Maximum Enrollment: 15*

*Time: I*

*Room: Sverdrup 202*

## UNIX and C

*CSC 272-J*

*Instructor: Karen Sutherland*

Study of UNIX operating system and the C programming language. It is assumed that the student has knowledge of programming methods and has done programming in some other language. Evaluation will be done on 10 programming assignments, two to three quizzes and a final project. Grading is done by combining the weighted grades of all assignments and quizzes.

*Prerequisite: CSC 170 or programming in some other language*

*Maximum Enrollment: 20*

*Time: II*

*Room: Sverdrup 202*

## Topics: Computer Science: An Alternative Scheme One and Two

*CSC 273-J/373-J*

*Instructor: Charles Sheaffer*

This course is especially intended for students with no prior exposure to programming in particular or computer science in general. It will be a laboratory intensive, self-paced course using the Scheme programming language. We will introduce an alternative approach to some of the most important concepts of computer science including problem solving, simulation, object-oriented programming, functional programming, procedural and data abstraction, and program interpretation. Students with knowledge of programming will benefit from exposure to the alternative paradigm represented by the Scheme language and will acquire a concrete understanding of how these important concepts are actually implemented in real languages and machines. Students will be evaluated based on a series of programming projects. CSC is a continuation of CSC 273.

*Graduation Skill Requirement: for CSC 373, Critical Thinking*

*Prerequisite: CSC 273, none; for CSC 373, CSC 273 or consent of the instructor*

*Maximum Enrollment: 20*

*Time: II*

*Room: Sverdrup 205*

## Economics of Urban Issues

*ECO 110-J*

*Instructor: Ed Sabella*

Study of economic implications of the many problems facing a metro-urban environment. Some of the topics to be discussed are: crime prevention, health issues, discrimination, education, etc. Basic microeconomics tools of analysis will be developed in class. This is a basic course designed for those students who do not plan to major in economics, business administration, accounting, or MIS. Three objective examinations.

*Liberal Arts Perspective: The City or Social World 1 or 2*

*Maximum Enrollment: 15*

*Time: II*

*Room: Science 319*

## Principles of Macroeconomics

*ECO 112-J*

*Instructor: Satya P. Gupta*

The objectives of the course are to give students fundamental principles of macroeconomics; national income analysis, monetary and fiscal policy, and international trade. Simple applications will be used. Students will take tests every week and grades will be based on tests, participation in class and problems solved.

*Prerequisite: Math Placement Group 2*

*Liberal Arts Perspective: Western Heritage*

*Maximum Enrollment: 15*

*Time: I*

*Room: Old Main 16*

## Practicum and Seminar in Special Education

*EDU 491-J*

*Instructor: Susan O'Connor*

A supervised field placement that serves people with disabilities, plus an on-campus seminar. Students planning to take this course should consult with the special education coordinator about a placement prior to registering for the course. Students must complete designated hours of fieldwork as well as written and reading assignments.

*Prerequisite: EDU 282, completion of courses for special education minor, or consent of instructor.*

*Maximum Enrollment: 9*

*Time: II*

*Room: Sverdrup 4*

## American Dialects: Differences and Attitudes

*ENG 219-J*

*Instructor: John Schmit*

Because language plays an important role in our socialization, the way we speak tells others who we are and with whom we identify. Our speech is a reflection of our social and economic standing and our cultural background. In this course we will explore the ways in which both personal and group identities are reflected by the ways in which we speak. We will examine a number of American varieties of English and will attempt to describe the rules by which these varieties operate. Class sessions will include brief lectures, student presentations, and student-led discussions. In addition to presenting a topic, students will write a paper on the presentation topic and take a final exam.

*Liberal Arts Perspective: Intercultural Awareness 1*

*Maximum Enrollment: 25*

*Time: II*

*Room: Old Main 29*

## Theatre In and Around London

*ENG 269-J*

*Instructor: Ron Palosaari*



The purpose of this course is to study live theatre in London and Stratford. For more information, contact Prof. Ron Palosaari, (612) 330-1005.

## Topics: Introduction to Asian American Literature

*ENG 282-L*

*ENG 482-L*

*Instructor: Joan Thompson*

In an essay about multicultural American literature, Walter J. Ong writes that “literature is organized experience and consciousness. Since cultures organize experience and consciousness variously, the study of the literature of another culture opens new vistas both into the exterior world and into the human heart.” This course will explore some of these vistas through readings and discussions of nonfiction works, poetry, short stories, a play, and a novel by Asian American authors. Some ideas the writers take as subjects through their art include definitions of an Asian American voice, explorations of cultural and individual identity, visions of community, and coming of age. Class sessions will include discussion of the historical and social contexts that influence the writers studied. In addition to the reading, students will view at least one Asian American film and possibly attend a relevant performance or reading. Course grades will be based on reading journal, a short paper, a final exam, class attendance, and participation. Upper division students will read an additional novel and write a research-based paper on it.

*Liberal Arts Perspective: Intercultural Awareness 1*

*Maximum Enrollment: 25*

*Time: II*

*Room: Old Main 11*



## Topics: Investigating the Victorian Thriller

*ENG 282-D*

*ENG 482-D*

*Instructor: Dallas Liddle*

This course will study the phenomenon in 19th-century Britain of the popular novel of suspense, mystery, and terror. Early in the century these tales were generally either “Gothic” (stories of horror and the supernatural set in Italy or Spain) or “Newgate” novels (true-crime stories about the lower classes). By the 1860s, however, popular novelists including Charles Dickens, Mary Braddon, and others were producing a stunningly successful series of works in which the action was set in the everyday world of the Victorian middle classes. These novels drew intense public scrutiny by raising issues that the more polite genre of domestic fiction could hardly hint at, including gender roles and sexual transgression, class and race oppression, obsession and madness, and the dark sides of urban life. We will read several of the best of these thrillers, at the same time actively investigating the culture that produced them. We will read original reviews and responses, including parodies, and learn about the context of newspaper and magazine journalism in which several of the novels appeared. While we investigate the power of the Gothic and Sensation genres for their original audiences, however, we will also work to determine why these novels have continued to appeal to successive generations of readers. Course grades will be based on class attendance and participation, two short papers, a group presentation, and a final exam. Upper-level students will read one additional novel, write a research-based paper on it, and share the results of their research with the class.

*Prerequisite: ENG 111*

*Liberal Arts Perspective: Western Heritage*

*Maximum Enrollment: 25*

*Time: II*

*Room: Foss 20*

## Topics: Cinema and Sexual Identity

ENG 282-C

Instructor: Doug Green

What does cinema reveal about how the 20th century has thought about sexuality? How do cinematic images affect our sense of our own sexual identity? This topics course in English examines films from the early years of cinema to the present in order to explore depictions of and cultural assumptions about sexual identity. We will, moreover, consider the impact of these images on audience perceptions and expectations, including those of the self. We will pay special attention to the various images and constructions of homosexual as well as heterosexual identity in English-language cinema, especially Hollywood movies, and in some silent and foreign films. Taking *Celluloid Closet* as a point of departure, we will consider how film affects sexual minorities in the audience as well as in film production.

There will be short readings on sexuality and film. At each class there will be a full or partial film screening, followed by small-group and whole-class discussions. We may go to one or two films offcampus as well, so students should be prepared to buy tickets; these out-of-class screenings may not be at the regular class time. There will be at least one typed journal entry due at each class period. The class will meet from 1-5 p.m., Monday through Thursday of the first two weeks of Interim; 1-5 p.m., Tuesday through Thursday of the third week; and 1-5 p.m., Monday through Thursday of the last week.

Grading will be based on the completion and quality of all journal entries and on class/film attendance, preparation, and participation. Students missing more than two classes/films and/or two journal entries may not pass the course. All grades are P/N option only (i.e., 2.0 is required for course credit).

*Prerequisite:* ENG 111

*Liberal Arts Perspective:* Human Identity

*Maximum Enrollment:* 25

*Time:* II

*Room:* Old Main 16

## Topics: Contemporary American Poetry

*ENG 282-P*

*ENG 482-P*

*Instructor: John Mitchell*

This course provides an introductory survey of contemporary American poetry by poets whose works have come into prominence since World War II or mid-century. Emphasis will be given to the vision and sensibility of each poet and to the themes of their poems, especially those images and statements that concern philosophical, historical, psychological and cultural values. Through comparison and contrast, students will be expected to formulate reasonable interpretations of selected poets and poems and to express their discoveries in class discussion and short papers. A final examination will be given and two interpretive papers about three to five pages in length will be assigned. For upper division credit, the student will also read and give a written class report on a book that discusses contemporary poetry or a contemporary poet; this choice, based upon recommendation, must be approved by the instructor.

*Prerequisites: for 482-P, Intro to Literature or consent of instructor.*

*Maximum Enrollment: 15*

*Time: 1*

*Room: Old Main 29*

## **Quantitative Journalism: Computer Assisted Reporting and Research**

*ENG 347-A*

*Instructor: Cass Dalglish and Boyd Koehler*

This course introduces students to computer-assisted informational investigation and the interpretation of quantitative data in the writing of expository essays and news reports. Such inquiries will employ contemporary computer-based information searches coupled with data-driven quantitative assessment of a public issue of current concern. Students will prepare projects of publishable quality for presentation and critique. The course is designed for persons wishing to explore the use of computer-assisted research for their particular information development interests as well as those preparing to enter the communication professions.

*Prerequisites: Eng. 225 or Eng. 227, or consent of instructors. Math Placement Group 3.*

*Graduation Skill Requirement: Quantitative Reasoning*

*Maximum Enrollment: 15*

*Time: T, Th 6-9 p.m. and Sat 1:30-4:30 p.m.*

*Room: Sat, Lindell Library 16; T, Th Sverdrup 204*

## **Senior Honors Seminar: Hispanic Christianity Along the Border**

*HON 401-J*

*Instructor: Margaret Madsen*

An introduction to denominations with a special focus on Hispanic communities along the U.S.-Mexican border.

*Liberal Arts Perspective: Christian Faith 3 or Intercultural Awareness 1*

*Time: I*

*Room: Sverdrup 208*

## **Dance (men only) (0.5 course credit)**

*HPE 232-M*

*Instructor: Mary Ewert-Knodell*

Theory and practice in teaching and performing American heritage and international folk dances. The majority of the course grade is based on dance practicals, a teaching assignment, and a written test. Note: HPE 232 and HPE 275 can be taken simultaneously.

*Maximum Enrollment: 12*

*Time: l - 1/3, 1/4, 1/5, 1/6, 1/7, 1/11, 1/13, 1/18, 1/20*

*Room: Melby Gym — center court*

## **Dance (women only) (0.5 course credit)**

*HPE 232-W*

*Instructor: Mary Ewert-Knodell*

Theory and practice in teaching and performing American heritage and international folk dances. The majority of the course grade is based on dance practicals, a teaching assignment, and a written test. Note: HPE 232 and HPE 275 can be taken simultaneously.

*Maximum Enrollment: 12*

*Time: l - 1/3, 1/4, 1/5, 1/6, 1/7, 1/11, 1/13, 1/18, 1/20*

*Room: Melby Gym — center court*

## **Prevention and Care of Athletic Injuries (0.5 course credit)**

*HPE 275-J*

*Instructor: Missy Strauch*

Emphasis placed on preventing and treating common athletic injuries. Practical experience in taping and training room procedures. Note: HPE 232 and HPE 275 can be taken simultaneously.

*Prerequisite: HPE 114 or equivalent*

*Maximum Enrollment: 24*

*Time: l - 1/5, 1/6, 1/7, 1/10, 1/11, 1/12, 1/13, 1/14, 1/19, 1/21, 1/24, 1/25, 1/26*

*Room: Melby 119*

## Instructional Methods: Materials in Health Education

*HPE 390-J*

*Instructor: Patty Murphy*

This course will cover principles and methods of instruction applied to health education (5-12). Emphasis upon teaching/learning strategies and student assessment. Development and delivery of lessons/activities is included. Students are evaluated by their peers and the instructor on their ability to create, deliver and assess health education lessons in a “real” classroom. Evaluation/grading is also based upon the completion of a “technology project”, resource file, and exam.

*Prerequisite: HPE 110*

*Maximum Enrollment: 20*

*Time: 1*

*Room: Melby 202*

## Sailing in the Virgin Islands

*HPE 455-J*

*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’ fixed-keel sailboat with five to 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 wind surfing will be available on an optional basis. Some classes will be held in December prior to leaving for the Virgin Islands in January.

The course cost is **\$3,300**, which includes airfare for Augsburg day students and qualifying Interim exchange students. Others will have to pay regular Interim tuition in addition to this course cost in order to receive academic credit. P/N

ONLY. Applications may be picked up from the office of Joyce Pfaff, Melby Hall 121, Augsburg College. They must be turned in with deposit and appropriate signature before final acceptance is given.

*Prerequisites: Permission from Joyce Pfaff, health and physical education department, (612) 330-1247; no smoking is allowed; basic swimming skills*

*Graduation Skill Requirement: Lifetime Sport, also one course credit upper division*

*Maximum Enrollment: 10 ( A waiting list will be kept after the original 10 spots are filled)*

## 20th-Century South Asia

*HIS 162-J*

*HIS 462-J*

*Instructor: Don Gustafson*

This Interim experience is designed to look at the area of South Asia (primarily India) that is home to one-fifth of the people of our world. We'll use novels, films, some standard historical writings, and current South Asia periodicals to consider the impact that colonialism, nationalism, and various phases of modernization have had on this old, honored, and traditional culture. We'll read the marriage ads and talk about social structure, consider the spot at Ayodhya that has prompted Hindus to massacre Muslims, think on the Christ-likeness of a Gandhi, and perhaps have time to note one or two of the contemporary religious phenomena. Looking at South Asians helps us to see ourselves in a fuller perspective. The course will include the usual pedagogical devices of lectures, discussions, some short reaction papers, and tests (including a final). Students enrolling for upper division credit will be expected to have at least one prior college history class, to complete a paper or project beyond the regular assignments, and to be tested apart from lower division students.

*Liberal Arts Perspective: Intercultural Awareness 1*

*Maximum Enrollment: 25*

*Time: I*

*Room: Old Main 13*

## Topics in History: The Great Men of 20th-Century Europe and Their Myths

*HIS 195-J*

*Instructor: Sheldon Anderson*

This course examines several important 20th-century leaders and their impact on the course of European political and diplomatic history. Topics will include Woodrow Wilson and the Versailles Treaty after World War I, Neville Chamberlain and the appeasement of Adolf Hitler at the Munich Conference in 1938, Joseph Stalin's agreement to sign a non-aggression pact with Hitler shortly before World War II, Franklin Roosevelt and Winston Churchill's alleged appeasement of Stalin at Yalta, Harry S. Truman's Cold War policies, and Reagan and Gorbachev's diplomacy as the communist systems of Europe fell from 1989-1991. The course will focus on the popular myths that have developed about these leaders and these conferences.

*Maximum Enrollment: 25*

*Time: 1*

*Room: Sverdrup 20*

## Topics in History: Early Minnesota History, 1849-1900

*HIS 195-I*

*Instructor: William Green*

This course will examine the political, economic, and social history of early Minnesota. The course will study life in Minnesota among the Ojibway and Dakota peoples, through the fur trading period which witnessed French, English, then American settlements, through the territorial period (1849-1858), and finally statehood.

*Maximum Enrollment: 25*

*Time: 1*

*Room: Foss 20*



## Remembering the 20th Century

*HIS 440-J*

*Instructor: Jacqueline deVries*

As the millennium approaches, everyone—artists, politicians, gossip columnists, historians—seems to have some opinion about the waning 20th century. What has this century wrought? The last hundred years have left a great many contradictions: two global wars that destroyed millions of lives and swept away governments, but brought economic development; the decline (and recovery) of established religion; the rise (and collapse) of a messianic faith in communism; great increases in standards of living while famine and child labor persist; technological breakthroughs that put teachers in space and AK-47 rifles in the hands of children; new freedoms and new forms of exploitation. In this course, we will together attempt to make sense of the 20th century. Please note that while the course will examine major events and developments of the century, it will not offer a narrative history, nor will it be exhaustive. Instead, it will explore a variety of possible interpretive frameworks to help us better understand where our grandparents have been and where we are today. Rather than relying exclusively on (sometimes dry) textbooks, we will explore the century through a variety of personal narratives, both written and oral, and reflect on the shaping of both individual and collective memory.

Course materials will include several monographs and novels, films, photographs, and guest lectures. Students will complete three five-page papers, one of which will be an interview with their oldest living relative.

*Maximum Enrollment: 25*

*Time: II*

*Room: Old Main 13*

## Paideia Seminars

*INS 120-J*

*Instructor: Anne Jensen*

Students will participate in a series of seminars following the Paideia seminar format as developed by Mortimer Adler and Paideia Associates. Students will also view selected films for seminar discussions; develop and /or hone skills of mature, intellectual talk; observe seminars conducted in a St. Paul public school; evaluate their own behaviors during seminars; and lead seminars. Students will be assessed on journal entries including evidence of seminar preparation, reflection, peer and self-evaluation, as well as a final summary paper.

*Graduation Skill Requirement: Critical Thinking*

*Maximum Enrollment: 20*

*Time: I*

*Room: Foss 43*

## Technically Speaking

*INS 211-J*

*Instructor: Esther McLaughlin*

Do you enjoy talking about science and technical topics, but just can't find an audience? We'd love to listen! Through a series of four oral assignments, you will have the opportunity to talk science to your fellow scientists, improve on your oral presentation skills in a variety of formats, learn to effectively organize a speech, prepare visual aids, and listen to and learn about other science topics and science policy from your fellow scientist.

*Prerequisite: One year of an introductory-level science course*

*Graduation Skill Requirement: Speaking*

*Maximum Enrollment: 16*

*Time: II*

*Room: Science 205*

## Introduction to Islam

*INS 225-J*

*Instructor: Amin Kader*

This course is designed by a practicing Muslim to present his perception of Islam to non-Muslims. The course will cover the ideological foundations of Islam, its basic concepts and tenets, Islamic law (Shari'ah), Islamic economic and political systems, and Islamic patterns of life. There will also be discussions on the differences between the Islamic sects (Sunnis, Shi'ites, Sufis, etc.). Some effort will be made to deal with the similarities and differences between Islam and both Christianity and Judaism. Students will also visit one of the mosques in the Twin Cities. Evaluation is based on two tests and a paper.

*Liberal Arts Perspective: Intercultural Awareness 1*

*Maximum Enrollment: 30*

*Time: I*

*Room: Old Main 27*

## Topics: Minnesota Indians

*INS 495-J*

*Instructor: Eric Buffalohead*

This course will examine the experiences of the Dakota and Ojibwe in Minnesota from the time of contact to the present situation of both tribes. Each group's history and experiences will be studied and compared to see how each group has done since the time of contact. Major historical events will be examined as well as significant events important to each group. Students will learn how changing federal policy affected the two groups and how each of the groups has dealt with things such as assimilation, termination, and/or relocation. Other topics to be covered include health, education, welfare, treaty rights, and economic opportunities. The main text will be *Indians in Minnesota* by Judith Rosenblatt (ed). The students will be expected to demonstrate understanding of major issues through written exams and research projects/presentations. Upper division students will be expected to do more comprehensive research.

*Maximum Enrollment: 20*

*Time: II*

*Room: Foss 21*

## Topics: A Civil Rights Immersion: Experiencing History

INS 200-J

INS 300-J

Instructor: Garry Hesser & Joseph Young

During the 1950s and 60s a series of major events and fundamental social change occurred in the United States. For the first two weeks, we will seek to develop a basic understanding of race relations in the U.S. through readings, visiting lecturers, videos, learning from each other, and the MLK, Jr. event on January 17. Then, this intentionally diverse class will board a bus for an intense, study-travel journey to Little Rock, Memphis, Birmingham, Montgomery, Atlanta, Nashville, and Chicago, the places where history was made and the museums that chronicle those times. We will meet with and interview participants in these critical events, as well as actively engage one another in dialogue and collaborative learning. The course objectives include learning about the history and sociology of race and ethnic relations in the U.S. gaining insights from persons and places that mark the “turning points” of the 1950s and 1960s, documenting our personal and group experiences so that our insights and understanding can be shared with the Augsburg community and others, and increasing our skills for cross-cultural collaboration and dialogue. Upper and lower division: students obtaining upper division credit will complete a research paper on a specific topic related to the course, including an annotated bibliography with a minimum of 20 resources.

Cost estimate: \$500, plus the cost of meals for 10 days (with scholarships available, based upon need—contact Garry Hesser at 330-1664)

*Liberal Arts Perspective: Intercultural Awareness 1 or Social World 1 or 2*

*Maximum Enrollment: 20*

*Time: 1*

*Room: Old Main 23*

**\*\*Note:** All participants will go on a bus tour beginning Monday, January 17, and ending on Wednesday, January 26.

## **Work in the City Externship: Linking Education and the World of Work**

*INS 298-K*

*Instructors: Lois Olson and Lynda Olson*

This course introduces students to the nature of work, its role and value to the individual and to society. Seminar format will focus on work as viewed by this generation and the requirements to succeed both now and in the future. A special emphasis will be on self discovery learning activities, visits to Twin City businesses and community organizations, and discussions with panels of professionals. Students will be expected to research employment trends and career options; complete a portfolio of reflections, exercises, and self assessments; and give individual and group presentations. Students will also explore various organizations of the Twin Cities and understand their role and impact in a major metropolitan area. P/N grading only.

*Liberal Arts Perspective: The City*

*Maximum Enrollment: 20*

*Time: I*

*Room: Old Main 25*

## **Management Information Systems (MIS)**

See listing under Business, pg. 9.

## Finite Mathematics

*MAT 121-J*

*Instructor: Anthony Dunlop*

How can an industry comply with air quality standard at the smallest possible cost? Did you know that one of the first applications (other than gambling) of probability theory was in genetics (on the question of whether the recessive genotypes would eventually die out)? How do we build the most cost-effective telecommunication network of satellites given the cost factors between pairs of satellites? In Finite Math we'll study the topics that give the answers to these questions: linear programming, counting and probability, and graph theory. Finite Math is for students in Math Placement Group 3 or higher who need a Quantitative Reasoning course. Class will be a mix of lectures and small group work. Evaluation will be based on class participation, quizzes, and exams.

*Prerequisite: Math Placement Group 3*

*Graduation Skill Requirement: Quantitative Reasoning*

*Math Elective for: MIS major, economics major*

*Maximum Enrollment: 22*

*Time: 1*

*Room: Science 108*

## Math of Interest

*MAT 173-J*

*Instructor: Christopher Schwartz*

Learn how to determine the monthly payments on a house or car. Find out how much you need to be socking away now to have a million when you retire. Learn how annuities, perpetuities, and life insurance work, and more. Evaluation will be based on classroom participation, quizzes, and a final examination.

*Prerequisite: Math Placement Group 3 or consent of instructor*

*Graduation Skill Requirement: Quantitative Reasoning*

*Maximum Enrollment: 25*

*Time: 1*

*Room: Science 205*

## Modeling and Differential Equations

*MAT 247-J*

*Instructor: Rebekah Valdivia*

In Modeling and Differential Equations, we will cover a range of mathematical topics with emphases on mathematical modeling, differential equations, and numerical methods. We'll see connections between mathematics and "real world" problems and get a feel for applied mathematics. We will discuss a variety of applications in class, and students will have opportunities to select applications of interest. Modeling and Differential equations is a must for anyone considering majoring in Applied Mathematics and is strongly recommended for students majoring in Physics or Chemistry. It is also for anyone considering majoring or minoring in Mathematics. Evaluation will be based on participation, quizzes, projects, and a final exam.

*Prerequisite: MAT 146 Calculus II or equivalent*

*Maximum Enrollment: 22*

*Time: I*

*Room: Foss MAC*

## Beginning German I

*GER 111-J*

*Instructor: Don Steinmetz*

This course is for students with no previous background in German. It aims to develop basic skills in speaking, listening, reading, and writing as tools for communication and for understanding German culture. Classroom practice focuses on both presentation of vocabulary and structures and the use of the language in everyday contexts. Evaluation will be based on participation, daily assignments, quizzes, and a final exam.

*Liberal Arts Perspective: Intercultural Awareness 2*

*Maximum Enrollment: 20*

*Time: I*

*Room: Old Main 10*

## Beginning Norwegian I

*NOR 111-J*

*Instructor: Becky Hegstad*

This course is for students with no previous background in Norwegian. It aims to develop basic skills in speaking, listening, reading, and writing as tools for communication and for understanding Norwegian culture. Classroom practice focuses on both presentation of vocabulary and structures and the use of the language in everyday contexts. Evaluation will be based on participation, daily assignments, quizzes, and a final exam.

*Liberal Arts Perspective: Intercultural Awareness 2*

*Maximum Enrollment: 20*

*Time: I*

*Room: Old Main 26*

## Spanish and Latin-American Culture Through Film

*SPA 248-J*

*Instructor: Román Soto*

An introduction to the main cultural and political issues (social conflicts, sexism, race, ethnicity, religion, language, exile, or immigration) that characterized contemporary Spanish and Latin-American societies as they have been portrayed in films and plays. Developed mainly through the viewing of films and class discussions, the course is complemented with brief readings and audio-visual materials on the historic, literary, and social aspects that contribute to the background of these films. Most of the films are in Spanish with English subtitles, and all the class work is in English. The evaluation is based on class participation; brief weekly, writing assignments; and a short term paper.

*Liberal Arts Perspective: Intercultural Awareness 1*

*Maximum Enrollment: 20*

*Time: II*

*Room: Old Main 23*



## Topics: Sounds and Sights of Europe

*MUS 179-J*

*Instructor: Roberta Kagin*



This course provides an opportunity to visit some of the Great European cultural centers that provided the impetus for development of music in the cultural life in the New World. For more information, contact Prof. Roberta Kagin, (612) 330-1273.

## Topics: Sounds and Sights of China

*MUS 295-S*

*Instructor: Robert Karlén*



Music, art, and architecture, as expressions of Chinese culture over its 5,000-year history, will be examined, studied, and experienced in four of the most important cities of China. For more information, contact Prof. Robert Karlén, (612) 330-1266.

## Survey of Rock History and Musical Style, 1951-1971

*MUS 204-J*

*Instructor: O. Nicholas Rath*

An introduction to the fundamentals of music and musicology as they occur within the context of rock's inception (1950s) and maturation (1960s) periods. This course will examine the historical background, musical content, and methods of selected artists and their work. Evaluation will be based on class participation, a comprehensive term paper, exam, and a group performance project. For non-music majors.

*Liberal Arts Perspective: Aesthetics*

*Maximum Enrollment: 30*

*Time: II*

*Room: Music 3*

## Introduction to Music Theatre Performance

*MUS 235-J/THR 235-J*

*Instructors: Sonja Thompson and Darcey Engen*

Music-theater exists in every culture, stemming from basic human impulses to dance, sing, and express oneself. Join theatre professor Darcey Engen and music instructor Sonja Thompson to discuss this interdisciplinary art form, and develop your own basic skills of music-theater from China, Japan, India, and other cultures. Course includes writing and research, class discussion and exercises, small and large group participation, memorization, and performance. Performers of all levels are welcome, though some singing and acting ability is required. Interested students will be auditioned in December so that appropriate material can be assigned to them. Course may be repeated with permission from the instructors.

*Liberal Arts Perspective: Aesthetics*

*Maximum Enrollment: 25*

*Time: 1*

*Room: Sateren Auditorium*

## Topic: History of Caribbean Music Studied in Miami and Jamaica

*MUS 295-C*

*Instructor: Robert Stacke*



Miami and Jamaica are considered the centers of Caribbean music, where composition, recording, and world distribution take place. The goal of this 19-day seminar is to examine and reflect on historical, socio-political, and religious aspects of Caribbean music. For more information, contact Prof. Robert Stacke, (612) 330-1271.

*Liberal Arts Perspective: Intercultural Awareness 1*

*Maximum Enrollment: 30*

## The Mysticism of Meister Eckhart

*PHI 295-J*

*Instructor: Mark Fuehrer*

A study of some of the key texts of the great mystical philosopher, focusing on the idea of detachment from worldly affairs and the union of the soul with God while in this life. Students will be expected to prepare brief written analyses of the assigned readings and present two essays of Eckhart. Seminar format.

*Graduation Skill Requirement: Writing*

*Maximum Enrollment: 15*

*Time: I*

*Room: Old Main 11*

## Science, Technology, and Values

*PHY 117-J*

*Instructors: Mark Engebretson and Bruce Reichenbach*

This course will focus on contemporary problems that arise from our developing technological capacities. We will consider problems such as the causes and effects of global warming; depletion of the ozone layer; social, economic, and ethical concerns in pollution cleanup; agriculture, pesticides, and genetic effects; the prospects and problems of genetically engineering both our foodstuffs and humans, and the urban implications of developing a light rail system. To get a satisfactory grasp on how to approach these problems, we will first explore what science and the scientific methods are, how science (knowing) relates to technology (doing), the structures used for ethical evaluation, and the resulting interactions among the three. Grading will be based on two tests and a major project.

*Prerequisite: Math Placement Group 2*

*Liberal Arts Perspective: Natural World 2*

*Maximum Enrollment: 40*

*Time: I*

*Room: Sverdrup 205*

## Topics: Physics in Science and Fantasy Fiction

*PHY 220-J*

*Instructor: J. Ambrose Wolf*

This course deals with physics aspects in movies as well as in science fiction and fantasy fiction literature on a conceptual level. We will explore scenes and settings in which physics plays an important role and also learn to discern if they are physically correct or not. This will also expand the awareness of physics in everyday life, where it is encountered and how it works. The math component of this course will be minimized in favor of a better grasp of the concepts and thought processes involved. Various scenes from movies and excerpts from literature will be presented, after which the physics connection and understanding will be explored in discussions. The weekly papers will cover one of the topics discussed in class during that week; the long-term paper will cover a general topic from physics in everyday life and bibliographic research. Students' papers and reviews will also be discussed in class. This course is designed for those students who do not plan to major or minor in physics. Grading will be based on active participation in class discussions, three (approx. weekly) short papers involving draft and peer review (final paper and review graded) and one long paper including a draft version corrected by the instructor.

*Prerequisite: Effective Writing, Math Placement Group 2*

*Graduation Skill: Writing*

*Maximum Enrollment: 18*

*Time: II*

*Room: Science 108*

## Introduction to Space Science

*PHY 320-J*

*Instructor: Ken Erickson*

This course provides a survey of Earth's space environment including solar, planetary, magnetospheric, ionospheric, and upper atmospheric physics (solar dynamics, magnetic storms, particle precipitation, aurora, and related topics). Evaluation will be based on two exams, class assignments, one research paper, and at least one class presentation.

*Prerequisite: PHY 245 or permission of instructor*

*Maximum Enrollment: 15*

*Time: I*

*Room: Sverdrup 206*

## Social Justice in America

*POL 140-J*

*Instructor: Andrew Kurvers Spalding*

Students develop and defend their own standards of social justice, using those standards to assess conditions in urban America. Substantial participation in class discussions required. The course has two goals: developing student thinking about social justice, including greater awareness of conflicts between justice and other values; and increasing student ability to understand urban problems as issues of justice and other central values. Evaluation will be based on participation in discussion and other class activities, on two short (4-6 page) papers and on a final exam. Because of the compressed time frame of the Interim schedule and the importance of material covered on the first day of class, no one will be admitted to the class who does not attend the first day of class, unless receiving prior permission of the instructor.

*Liberal Arts Perspective: The City*

*Maximum Enrollment: 20*

*Time: II*

*Room: Old Main 18*

## Global Peace and Justice: Focus on Northern Ireland

*POL 295-J*

*Instructor: Joe Underhill-Cady*

The course will examine the political, social, and psychological roots of international conflict and current efforts at preventing and resolving bloodshed and oppression. We will use the class as an opportunity to prepare for the 2000 Peace Prize Forum, which will cover topics of the conflict in Northern Ireland. The course will begin with a study of a range of theories used to understand international conflict— including power politics, psychological and cultural theories, Marxism, liberalism, and feminism. Readings will include historical and fictional treatments of the conflict in Northern Ireland, and we will view some films related to the topic, including *The Crying Game*. The class will also involve the use of simulation and role-playing of international negotiations to give students a feel for the difficulties and complexities of dispute resolution.

*Maximum Enrollment: 20*

*Time: II*

*Room: Old Main 26*

## Topics: Women in Comparative Politics: Daughters or Stepdaughters: Russian "Women on the Eve of the Millennium"

*POL 195-J*

*POL 359-J*

*Instructor: Nadezhda Shvedova*

An overview of the situation of Russian women today. The course will combine discussion and lecture on the situation of women in Russia. Shvedova, a leading activist on women's issues as well as an educator, will provide the distinctive perspective of her experience as a Russian woman. The course will cover women in the economy, politics, in the mass media,

etc. There will also be attention to issues such as women's struggle to gain real equality and a voice in society, violence against women, and the impact of Russia's economic crisis on women. There will be two or three short papers, plus a longer (10-12 page) paper at the end of the term. Readings will be taken from books and articles.

*Maximum Enrollment: 25*

*Time: II*

*Room: Old Main 27*

## **Principles of Psychology**

*PSY 105-J*

*Instructor: Grace Dyrud*

An introduction to the methods and approaches used in psychology for the purpose of understanding behavior. Applications of psychological concepts to everyday situations are emphasized. Evaluation will be based on means of two tests and two lab reports.

*Liberal Arts Perspective: Human Identity*

*Maximum Enrollment: 25*

*Time: II*

*Room: Old Main 10*

## **Psychology and Law**

*PSY 335-J*

*Instructor: Nancy Steblay*

Application of psychological principles and research methodology to legal processes and issues. The course emphasizes three content areas: eyewitness issues (such as lineup and interview procedures), courtroom procedures (jury selection, jury decision-making, pretrial publicity), and psychological profiles of offenders and victims. Grades will be based on exams and one paper.

*Prerequisite: PSY 105*

*Maximum Enrollment: 25*

*Time: II*

*Room: Old Main 25*

## Peer Ministry: Principles and Leadership

*REL 232-J*

*Instructor: Lyle Griner*

Students will be instructed to train college, high school, and junior high youth to serve as peer ministers in their congregations and communities. They will learn and practice communication skills, facilitate small groups, and learn the role of a listener/helper. Peer ministry integrates the act of caring and serving others within a Christian belief system.

*Prerequisite: REL 111 or 221*

*Liberal Arts Perspective: Christian Faith 3*

*Maximum Enrollment: 40*

*Time: Jan. 10-13, 9:00 a.m.-5:00 p.m. and Jan. 4,6,18,25,27, 9:00 a.m.-11:30 a.m.*

*Room: Murphy Place 100*

## The Lutheran Heritage

*REL 345-J*

*Instructor: Mark Tranvik*

Beginning with Martin Luther, this course will study the main themes and figures of the Lutheran tradition. Class time will include field trips, discussion, and lectures. Exams, student participation, and papers will be the basis for evaluation.

*Prerequisite: REL 111, 221, or 331*

*Liberal Arts Perspective: Christian Faith 2 or 3*

*Maximum Enrollment: 25*

*Time: 1*

*Room: Music 22*



## Theology of Death and Dying

REL 390-J

Instructor: John Benson

This will be a multidisciplinary course, using materials from biology, psychology, sociology, history, world religions, and Christian theology proper. It will also be ecumenical, since some of our theological material will come from Roman Catholic as well as Protestant sources. Religious traditions regarding death and the afterlife will be studied, and various ethical questions related to death and dying will be considered. Field trips in the Twin Cities are also planned. We will become acquainted with the field of mortuary science, the hospice movement in the United States, and current medical practices related to the terminally ill. Daily lectures, discussions, quizzes, and written assignments will be the format. Grades will be based on class participation, two tests, and oral presentation of a research project.

*Prerequisite:* Religion 111, 221, or 331

*Liberal Arts Perspective:* Christian Faith 2 or 3

*Maximum Enrollment:* 25

*Time:* I

*Room:* Music 23

## Varieties of Christian Spirituality

REL 440-J

Instructor: Janelle Bussert

A study of selected spiritualities from the Christian tradition and of contemporary developments, including 12-step spirituality, feminist, ecological, and non-Western Christian spiritualities. An introduction to the basic practices of spirituality, especially prayer and meditation. Evaluation methods include quizzes, experiential journals, class presentation, and a final paper.

*Prerequisite:* Religion 111, 221, or 331

*Liberal Arts Perspective:* Christian Faith 2 or 3

*Maximum Enrollment:* 25

*Time:* II

*Room:* Murphy Place 111

## Exploring Human Services

SWK 257-I

SWK 257-J

Instructors: Mary Lou Williams and Lois Bosch

Experiential learning occurs as students volunteer 80 hours in a service agency or institution that they select. The placement must be approved by course faculty and supervised by agency staff. The course is designed to help students learn about themselves in relation to a possible major or future career in the human services.

The three-hour weekly seminar is devoted to discussions that assist students in integrating agency experiences and readings that explore the historical development of social welfare as an institution and the nature and value system of social work as a profession. Students will also examine and critique the manner in which social, economic, and political structures impact diverse groups in society. Students will focus on their own responsibilities in society, as well as examine their personal value system in relation to special concerns, such as poverty and the "isms." Detailed information will be sent to students at the close of Interim registration.

*Liberal Arts Perspective: The City*

*Maximum Enrollment: 60, 2 sections*

*Time: 1*

*Room: Foss 21 A and B*

## Topics: Child Welfare Social Work and the Law

SWK 295-J

Instructor: Tony Bibus

This course will introduce students to social work practice in the area of child welfare with special focus on the relationship of child welfare laws, policies, and court to the lives of families and children. Students will study Minnesota statutes, meet with key policy makers, observe court procedures, and discuss practice and legal issues with child welfare social workers and possibly with families and children as well. There will also be

opportunities to compare child welfare laws and practice in the U.S. with those in Europe, especially Norway. The principles of permanency planning, family-centered practice, prevention and protection, and the twin goals in child welfare of securing safety and nurturing children while preserving their ties to their family will be examined. We will also explore controversies and emerging issues in child welfare law such as concurrent planning, “dual-track” service strategies, encouragement of the adoption of children of color by white families, and research related to the effects of poverty and oppression on the neglect of children’s need. Students will analyze the dynamic interplay of societal values, power, politics, facts and myths as they manifest themselves in child welfare laws; they will begin to form their own positions regarding an ideal approach to supporting the welfare of children from a global perspective. Evaluation of learning will be in the form of assessments by instructors and students of the major paper or project completed for the course.

*Prerequisite: Social work majors or permission of Instructor*

*Maximum Enrollment: 20*

*Time: II*

*Room: Sverdrup 20*

## **Field Work I: Integrative Seminar**

*SWK 307-J*

*Instructor: Mike Schock*

Junior social work majors are required to have 240 hours of supervised professional experience in a social work agency. This small-group seminar supports the first 120 hours of this placement and is facilitated by the faculty member who serves as liaison to the student’s practicum field agency. The course provides structure and process for students to integrate learning from their practicum and academic coursework focusing on generalist practice with individuals.

*Prerequisites: Candidacy status, SWK 301, and SWK 306*

*Maximum Enrollment: 12*

*Time: I*

*Room: Murphy 111*

## Field Work III

*SWK 466-I (variable 1.0 credit or 0.5 credit)*

*Instructor: Maria Dinis*

This is a continuation of Field Work II; a total of 60 (for the 0.5 credit option) or 120 hours. Responsible, supervised professional social work experience, including work with individuals, families, groups, and communities in a social service agency. Integrative weekly seminar (two hours). Students will be evaluated by: (1) weekly theory/practice papers integrating course content with work setting, (2) attendance/participation, and (3) field site supervisor's evaluation.

*Prerequisite: SWK 462*

*Maximum Enrollment: open*

*Time: 1 (class will meet in small groups, no more than 11 at a time)*

*Room: Old Main 21*

## Human Community and the Modern Metropolis

*SOC 211-J*

*Instructor: Gordon Nelson*

This course will examine the extent to which the experience of the community is possible in the context of the metropolitan situation. The course will focus on the Twin Cities metropolitan area. Each member of the class will be responsible for a class presentation, which must reflect on-site observation in a particular locale within the metropolitan area. In addition, class participation and a final examination will be the basis for evaluating performance in the course.

*Liberal Arts Perspective: The City*

*Maximum Enrollment: 25*

*Time: 1*

*Room: Music 24*

## Topics: Cultures of Violence

*SOC 295-J*

*Instructor: James Vela-McConnell*

Street gangs and warfare. Police brutality and genocide. Domestic abuse and terrorism. What are the dynamics underlying these and other forms of violence? What do they have in common? How do they differ? This course takes violence in its many forms as a topic for sociological analysis and concludes with an examination of non-violent alternatives. With this in mind, we will compare different theoretical perspectives on violence, such as psychological, social psychological, and socio-cultural perspectives. The course will involve a combination of lecture and discussion based on readings and videos, debate of current issues in the field, and guest speakers from and field trips to local organizations dealing with problems of violence. Students will be expected to research, write about, and present on the sociological dimensions of a particular form of violence. In addition, there will be short reaction papers based on the readings, and classroom participation will be an important part of grading. This course has a lab fee of \$25 payable the first day of class to the instructor.

*Maximum Enrollment: 20*

*Time: 11*

*Room: Sverdrup 206*

## Topics: Discrimination, Harassment, and Communication

*SPC 295-J*

*Instructor: Robert Groven*

If you keep sending poems to an old flame at work, are you harassing them? If your boss tells racist jokes at a bar after work, are they guilty of discrimination? Why are neo-Nazis allowed to march through Jewish neighborhoods, but they aren't allowed to hurl racial insults at co-workers?

Discrimination and harassment are in the headlines regularly, but most people don't know what they really mean. What kinds of communication constitute discrimination or harassment and why? This course covers all forms of illegal discrimination including gender, race, disability, religion, and sexual orientation. It focuses on the legal approach to discriminatory communication, but also examines the reactions of employers, employees, and organizations generally. This course uses the "case method" teaching approach, where many specific examples are studied to produce general conclusions. The course involves role-playing, game-playing, debate, and writing. Course work includes a few short papers, one project, and one test.

*Maximum Enrollment: 20*

*Time: 1*

*Room: Old Main 18*

## Documentary Video

*SPC 347-J*

*Instructor: Deb Redmond*

Documentary video is a video production course that 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.

*Maximum Enrollment: 16*

*Time: 1*

*Room: Science 123*

## **Introduction to Dance (0.0 credit)**

*THR 002-T/HPE 002-T*

*Instructor: Sandra Agustin*

With each session beginning with a rigorous physical warm-up, this class offers an overview of various forms of dance, including modern, ballet, Asian, and Latin forms.

*Graduation Skill Requirement: Lifetime Sport*

*Maximum Enrollment: 15*

*Time: 12:00-1:00 M, T, W, Th, F*

*Room: Sateren Auditorium*

## **Modern Dance/Improvisation (0.0 credit)**

*THR 004-Z/HPE 004-Z*

*Instructor: Sandra Agustin*

Students will learn various phrases of movement incorporating floor exercise and will learn to travel through space using level, volume, and floor pattern, culminating in the creation of short, improvisational pieces.

*Graduation Skill Requirement: Lifetime Sport*

*Maximum Enrollment: 15*

*Time: 12:00-1:00 M, T, W, Th, F*

*Room: Sateren Auditorium*

## **Introduction to Music Theatre Performance**

*THR 235-J/MUS 235-J*

*Instructors: Sonja Thompson and Darcey Engen*

See course information listed under MUS 235-J.

## Topics: Crossing Borders, Bridging Cultures

### An Interdisciplinary course in Norway for Students in Social Work and Education

January 6 - 27, 2000

EDC 495-P/SWK 295-P

Instructor: Hans Eriksson; Augsburg contacts: Tony Bibus or Susan O'Connor



Will introduce students to modern Norwegian life, with particular emphasis on Norway's systems of education and health and welfare services to children, youth, and families. Students may take one of two separate but parallel tracks: "Winter Recreation Programs with Children and Youth" or "Social Work, Child Welfare Work, and Education." Lectures, field study and practicum experience will introduce students to the content and context of professional practice in Norway as well as the unique Norwegian system of folk high schools. All classes will be taught in English and will contain both U.S. and Norwegian students.

Cost: \$2465, which includes roundtrip airfare from Minneapolis to Trondheim, Norway, all meals, lodging, program expenses, and course tuition.

### UMAIE

SPP 201-J

Augsburg is part of a consortium called UMAIE, Upper Midwest Association for Intercultural Education, that offers overseas learning experiences during the Interim. Further information about the following courses can be obtained from Cynthia Truitt Lynch at the Center for Global Education, CB 307, Augsburg College, 2211 Riverside Ave., Minneapolis, MN 55454, (612) 330-1650. These courses are offered on a P/N basis only and generally carry a lower division number.

*\*Advanced Spanish Language and Culture in Argentina*

*\*Beginning German in Germany*

*\*Converging Cultures in Mexico's Yucatan Peninsula*





\**Egypt in Transition*

\**In the Footsteps of the Crusaders: from Jerusalem to Malta*

\**The Many Faces of Japan*

\**Poets and Their Places: Ireland's Literary Landscapes*

\**Psychology and the International Workplace in Britain*

\**The Rhine Frontier: On-Site Cultural History at the Heart of the European Union*

## Other Interim Abroad Courses

HECUA

\**Environment, Economy and Community in Guatemala*

\**Development and Community in Bangladesh*

## ACTC Creative Writing Workshop at Augsburg College

### Locating Yourself in the World Through Poetry

*Course will carry upper division English credit*

*Instructor: Roseann Lloyd*

This course gives advanced writing students new ways of expanding their range in poetry. Students will develop their range by intensive writing practice—poems in many forms: lyric/narrative poems, section poems, monologues, prose poems, political poems. Students will keep a Voices Journal, collecting language around town. In addition, each student writer will conduct an interview of an older person and make poems from that interview. The class texts focus on poetry that observes the world, poetry grounded in a particular culture, such as *Five Fields*, by Gillian Clarke, *Touching the Fire: Fifteen Poets of Today's Latino Renaissance*, edited by Ray Gonzalez. Evaluation will take into account the completion of process/exercises, class attendance, and a final portfolio. This is an upper division class for writers who are committed to their own writing and have already completed an introductory creative writing class at the college level. Each ACTC college may send three writers to the course, on the recommendation of the creative writing faculty. To be considered for enrollment in this course, contact Cass Dalglish, (612) 330-1009, or Roseann Lloyd, (612)330-1423, before registration.

*Time: Monday through Thursday 12:00-4:00p.m. Fridays will be used for extra conferences, interview time, and group work.*

*Room: Anderson 100*

## Other Courses

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 that are the responsibility of the student. They are offered only on a P/N basis.

### The Washington Center 2000

Academic Seminars

#### **Campaign 2000**

*January 3-14, 2000*

*POL 398-A*

This is a two-week intensive session held in the heart of the United States government that will focus not only on the new millennium but on the beginning of a new presidential campaign. In the two-week session, the following will be the primary focus: Campaign Politics, and The Media Pursuit of the Presidency

The Washington Center is offering the above two topics for the session. Augsburg students must register for the whole two-week session in order to receive credit (January 3-14).

Credit is available from the political science department for this program. The course is a pass/no credit course based on participation in program activities including site visits, small group seminars, and journals.

For further information about the program, contact Prof. Underhill-Cady in Memorial Hall 112b or at (612) 330-1312, or by email: <cady@augsb.org>. There are five scholarships available to cover registration and tuition costs based on priority in registration through Prof. Underhill-Cady's office.