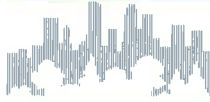


Augsburg College

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INTERIM - 2001

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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 and will be charged WEC tuition \$1258 per course credit and a \$25 technology fee. 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 Betty Wade, 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, <wadeb@augsborg.edu>.

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 47. Some courses have early registration deadlines.
- **Internships deadline**—Friday, December 8. 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 \$1,726 for the Interim course plus a \$25 technology fee. 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 2001

November 13 to December 1	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 12	Last day for determining grading option with registrar
January 12	Last day for withdrawing from courses
January 15	Martin Luther King Day—no class
January 26	Interim ends
January 30	Spring semester begins
February 2	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.

Accounting (ACC)

See listing under Business Administration.

Drawing

ART 107-J

Instructors: Pary Pezechkian-Weinberg and Tara Christopherson



The legendary light and geography of Provence has shaped art history for centuries. In the last hundred years alone, it has inspired countless works of art. Using French language and personal art, students will immerse themselves in place, documenting their own inspiration with text and images of Provence through journal, discussion, sketching and assemblage. The language, culture and art of Provence will come alive for students, resulting in a very personal memoir grounded in site-specific content. Students will spend the majority of their time in Provence, winding up the program with four days in Paris. For more information, contact Prof. Pary Pezechkian-Weinberg, (612) 330-1090 or Prof. Tara Christopherson, (612) 330-1232.

Note: This course is being taught in France and is listed in the UMAIE booklet as Topics: The Artist's Book, Provence to Paris.

Liberal Arts Perspective: ART 107 – Aesthetics

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 for \$45 to be paid on the first day of class.

Liberal Arts Perspective: Aesthetics

Maximum Enrollment: 20

Time: I

Room: Old Main 17

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.

Note: BIO 368 cannot be used to satisfy an upper division elective in the biology major.

Prerequisites: 2.0 in BIO 367

Maximum Enrollment: 12

Time: I

Room: Science 212

Internal Audit and Management Consulting

ACC 424-J

Instructor: Staff

Auditing through an interdisciplinary approach. Using techniques discussed in accounting, finance, management, marketing, and MIS, we examine a business' internal control systems and operating efficiency. By stepping away from the traditional textbook approach we incorporate creativity and discussion. Major topics include: business valuation techniques, "just-in-time" philosophy, efficiency improvement techniques, disaster recovery planning, and report writing. Students will be evaluated by classroom quizzes, a project, and final examination.

Prerequisites: ACC 221&222, BUS 242,252,331, ECO 113, MIS 175&379

Graduation Skill Requirement: Speaking, Writing 1 & 2

Maximum Enrollment: 20

Time: II

Room: Old Main 11

The Music Business: Marketing, Promotion, Publishing, Recording

BUS 105-J/305-J

MUS 105-J/305-J

Instructor: Ned Kantar

An introduction to the music industry. Topics covered include contracts, business structures and basic business essentials, band names, publicity and advertising, and the role of agents and managers. Other topics included are music and theatre, arts administration, copyright, licensing, and recording. Objectives include giving students a basic working knowledge and an understanding of the necessary survival skills to succeed in the music industry, the ability to access and process information needed for solving typical music business problems, and an awareness of the hundreds of career opportunities within the music industry. The course is open to both upper and lower division students. Upper division students are required to complete a final research project. Examples include devising a specific marketing plan for a venue, concert series or performing ensemble; researching a specific career opportunity; or another approved project. For interested students, an optional four-day trip to the American Performing Arts Presenters (APAP) Annual Conference in New York City, the largest booking conference for concert presenters in the world, is scheduled for January 6-9, 2001. Students are responsible for the cost of transportation, room and board. Students will be evaluated on written and oral presentations, including quizzes, research assignments and classroom projects—individual and/or symposium format.

Maximum Enrollment: 15

Time: II

Room: MUS 4

Responding to the Challenge of Japan

BUS 368-J

Instructor: Steven LaFave

An examination of current Japanese business practices using a cultural perspective. A multimedia approach will be employed involving film, television documentaries, radio speeches, and readings from current periodicals in addition to text materials. A seminar model will be used with substantial participation expected on the part of the students. Evaluation will be based on a paper, two 20-minute sessions of seminar leadership, class participation, and mid-term and final examinations. This class should be of interest to anyone majoring or minoring in international business or any field of business administration, as well as anyone interested in Japan. Students who cannot attend every class should not enroll in this course.

Prerequisite: Junior standing or consent of the instructor

Liberal Arts Perspective: Intercultural Awareness I

Maximum Enrollment: 20

Time: I

Room: Old Main 29

International Marketing

BUS 466-J

Instructor: Wolfgang Winter

Issues and activities unique to marketing in an international context. [Required for the new major in Marketing.]

Prerequisite: BUS 252

Maximum Enrollment: 20

Time: II

Room: Old Main 29

Personal Financial Management

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: II

Room: Foss 43

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

Chemistry for Changing Times

CHM 100-J

Instructor: Arlin Gyberg

This course is developed from the perspective of a person living in 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 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: I

Room: Science 315

Introduction to Computer Science and Communication

CSC 160-J

Instructor: Noel Petit

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

CSC 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 373 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

Topics: Forecasting Economic & Business Activity

ECO 495-J

Instructor: Steve Huchendorf

This course is designed to prepare students for analyzing primary and secondary economic and business data in making business decisions. Skills will be developed in various forecasting techniques as well as skills in using the statistical software package MINITAB. Course outcomes include building knowledge of qualitative and quantitative forecasting techniques; identification of data patterns, scatter diagrams,

correlation analysis, moving averages, exponential smoothing techniques, regression models, classical decomposition, regression of time series, box-jenkins time series analysis, and various qualitative forecasting techniques. Skills in the selection of the appropriate forecasting technique will be developed with a comparison of the characteristics of each technique. In addition to the forecasting techniques that are learned in the course, students will also apply the concepts with the statistical software package MINITAB. Course evaluation will include homework, computer assignments, exams and a forecasting project. The forecasting project will apply the course concepts to a student selected data series.

Prerequisite: ECO 112 or 113 or consent of instructor.

Maximum Enrollment: 15

Time: II

Room: Sverdrup 201

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 206

The Cuban Story: Quantitative Journalism in Cuba

ENG 347-A

Instructor: Cass Dalglish



Students will research and write stories with a statistical issue at the core, doing their work where few U.S. citizens have been able to travel or study—Cuba. They will study how to evaluate and analyze information both numerically and verbally and how to communicate quantitative data. They will study the Cuban economy and both the gains and challenges politics have brought to Cuba. During the 10-day seminar, students will interview economists, meet government officials, travel to the country to consider food and farming, study health care and education, and meet students and journalists. Finally, students will write lucid investigative stories which demonstrate that they have gained an ability to gather, handle, and present quantitative information in a precise and readable style - in oral and written formats. The class will have several meetings at Augsburg before the Cuba travel and several following the group's return to the U.S. [This is a joint day Interim/winter WEC course with enrollment limits.]

Prerequisite: ENG 225, ENG 227 or consent of the instructor, Math Placement Group 3

Graduation Skill: Quantitative Reasoning

Time: arranged

Topics: Which West? The American West in Film and Literature

ENG 282-A

ENG 382-A

Instructor: Joan Thompson

In this class you will read literature and view films in order to learn about ways in which ideas about the American West have helped to shape American identity and constructions of the West. Although over 100 years have passed since Frederick Jackson Turner announced the closing of the American frontier at the 1893 meeting of the American Historical Society, the West has not lost its associations with the frontier and its attendant mythology. You will learn that even as formulaic fiction and film popularized this vision of the West, serious writers and, more recently, filmmakers have been exploring other possible versions of the West. Through focusing on these explorations of the West as place, you will gain an understanding of the role of myths, such as the romantic gun-fighter's conquest of both Native peoples and land, in American views of the West. You will also explore ideas such as Manifest Destiny, individual freedom, and appropriate land use. Because the West has always been filled with a plurality of voices, you will look at ways writers and filmmakers who have visited, imagined, or lived in the West have both affirmed and countered these myths and ideas in their work.

Course grades will be based on reading/viewing journals, a three to four page paper, a final exam, and class participation. Additionally, if you are enrolled in 382, you will read several critical articles on reserve at Lindell Library, as well as an additional novel. You will then write an additional short paper on the novel using the critical ideas you have studied. You will also give a brief presentation on your additional reading.

Liberal Arts Perspective: Western Heritage

Maximum Enrollment: 25

Time: II

Room: Old Main 26

Topics: Investigating the Victorian Thriller

ENG 282-D

ENG 482-D

Instructor: Dallas Liddle

This course will study the phenomenon in nineteenth-century Britain of the popular novel of suspense, mystery and terror. From Frankenstein early in the century to Dracula at its end, the nightmares imagined by novelists of Great Britain have continued to interest and horrify readers throughout the 20th century. 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 1860's however, popular novelists including Charles Dickens, Mary Braddon, Eliza Wood and Wilkie Collins were producing a stunningly successful series of works in which the action was set in the everyday world of the Victorian middle classes, and the villains (as one reviewer remarked) seemed like people the reader might meet at dinner. Often challenging and sometimes subversive, these novels drew intense public scrutiny by raising issues that the politer 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, industrial poverty, and empire. 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: The Heroic Journey

ENG 282-M

ENG 382-M

Instructor: Joan Griffin

“The hero,” says Joseph Campbell, “Is the man or woman who has been able to battle past his personal and local historical limitations to the generally valid, normally human forms.” This struggle, the heroic journey, is a quest for wholeness, for harmony with oneself, one’s society, and even the universe. The journey may be physical, moral, psychological, or spiritual, but it always concludes with the regeneration of the hero and/or the redemption of the hero’s society.

This course will study archetypal patterns of the heroic journey as well as specific examples of such journeys, emphasizing the work of Joseph Campbell, but also citing studies of the hero by Lord Ragland, Carol Pearson, and Richard Slotkin, among others. We will note that major heroic genres in western tradition—the epic and romance—almost always assume that the hero is usually a warrior and aristocrat. Thus we will analyze typical elements of the heroic warrior myth as depicted in ancient and medieval epics and romance, but will also pay particular attention to works that challenge or enlarge the tradition. We will consider the implications of the enduring popularity of warrior-hero renditions of the heroic journey.

Evaluation is based primarily on papers. Class attendance is mandatory. Do not take this course if you know that you will need to miss more than two classes.

Prerequisite: ENG 111 recommended but not required.
Liberal Arts Perspective: Western Heritage
Maximum Enrollment: 15
Time: I
Room: Foss 20

Beginning French I

FRE 111-J



Instructors: Pary Pezechkian-Weinberg and Tara Christopherson

This course is the same as ART 107-J Drawing. See p. 7 for course description.

Note: This course is being taught in France and is listed in the UMAIE booklet as Topics : The Artist's Book, Provence to Paris.

Liberal Arts Perspective: Intercultural Awareness 2

C.S. Lewis and the Christian Imagination

HON 401-J

Instructor: Larry Crockett

For information, contact Prof. Larry Crockett,
(612) 330-1160

Liberal Arts Perspective: Christian Faith 2 or 3.

Time: I

Room: Sverdrup 208

Dance (men only) (0.5 course credit)

HPE 232-M

Instructor: Carol Enke

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: I- 1/3, 1/5, 1/8, 1/9, 1/11, 1/16, 1/17

Room: Melby Gym — center court

Dance (women only) (0.5 course credit)

HPE 232-W

Instructor: Carol Enke

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: I - 1/3, 1/5, 1/8, 1/9, 1/11, 1/16, 1/17

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: 20

Time: I - 1/4, 1/5, 1/8, 1/10, 1/12, 1/18, 1/19, 1/22, 1/23, 1/24, 1/25

Room: Melby 119

School Health Curriculum(0.5 course credit)

HPE 320-J

Instructor: Staff

Techniques for developing a course of study in school health based upon growth and development for grades 5-12. Examination of "Standards" and pedagogy for health education, curriculum and assessment included.

Maximum Enrollment: 18

Time: I - Mondays, Wednesdays, and Alternate Fridays

Room: Melby 202

Administration and Supervision of School Health

(0.5 course credit)

HPE 410-J

Instructor: Staff

Historical background, legal basis, school health services in relation to community and school health programs and resources.

Maximum Enrollment: 18

Time: I - Tuesdays, Thursdays, and Alternate Fridays

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)

The Use and Misuse of "Lessons" of History in 20th Century European Diplomacy

HIS 195-J

Instructor: Sheldon Anderson

This interim seminar examines several important 20th-century leaders and their impact on the course of European political and diplomatic history. Topics will include Lenin, Woodrow Wilson and the Versailles Treaty, Neville Chamberlain and the appeasement of Adolf Hitler at the Munich Conference in 1938, Joseph Stalin's decision 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 in 1989. Through discussion of common readings and several small research assignments, the course will focus on the popular myths that have developed about these leaders and these conferences, and some of the "lessons" that scholars and policymakers have drawn from them.

Maximum Enrollment: 25

Time: I

Room: Sverdrup 20

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

Topics: A Civil Rights Immersion: Experiencing History

INS 200-J

INS 300-J

Instructors: Garry Hesser and Joseph Young

Learn by visiting the historic sites and visiting with those who brought about the most important changes in the 20th - century U.S. It could change your life, too. 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 15. Then, this intentionally diverse class will board a bus for an intense, study-travel journey to Little Rock, Memphis, Selma, Birmingham, Montgomery, Atlanta and Nashville—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: \$600, plus the cost of your meals and personal expenses for 11 days. Covers all transportation and lodging for 11 nights.

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

Maximum Enrollment: 25

Time: I

Room: Murphy 111

**Note: All participants will go on a bus tour beginning Monday, January 15, and ending on Friday, January 26.

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

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: Lindell 16

Dakota History and Culture

INS 495-J

Instructor: Eric Buffalohead

This course examines Dakota culture and history from 1650 to the present. Emphasis will be on cultural changes and development affecting the Dakota tribes in Minnesota. Students will be required to conduct in-depth research and to write a major paper of their findings. There will be an in-class final examination and questions will be given weekly to facilitate discussions.

Maximum Enrollment: 15

Time: II

Room: Music 23

Room: Murphy 111

Topics: The Czech Republic: Social and Cultural Impact of the Emerging Free Market Economy

INS 495-K

Instructor: Stu Stoller



This intensive experience in contemporary Czech culture and society will allow you the opportunity to develop an appreciation for the many diverse cultures that intersect in Central Europe. Students will reflect critically on how their own life experiences have shaped their perspectives in the world, and how this differs from people in other countries. During week one, there will be excursions and field trips, that will explore the environs of Olomouc and study the history, culture, art, and architecture of the Czech Republic. Week two will focus on the Czech Republic's recent membership in NATO. Students will study the roots of the divisions of modern Europe, the concerns of the Czech government as it approaches membership in the EU. The final week will concentrate on developing a capitalist enterprise in the ex-communist world, looking at how models are succeeding, and how different sectors of Czech society are responding to the changes in social norms and values which underlie these new economic initiatives. For more information and costs for the trip contact Stu Stoller at (612) 330-1772

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Management Information Systems (MIS)

See listing under Business Administration

Social Justice in America

POL 140-J

Instructor: Andrew Aoki

In this course, students will develop their ideas about social justice, and apply them to urban issues. This is a course for those who like discussing ideas, and who wish to become better thinkers. Students will develop their arguments in papers and class discussions. Reading is light, and most of the material is covered only in class, so attendance is essential. Students who anticipate having to miss one or more classes should not take this course. The most successful students will be those who are willing and able to engage in a rigorous and critical examination of their own views. Participation is required, including evaluating and commenting on the ideas of classmates.

Liberal Arts Perspective: The City

Maximum Enrollment: 20

Time: 1

Room: Music 22

Environmental and River Politics

POL 241-J

Instructor: Joe Underhill-Cady

We live and work on the shores of the largest river in North America. It is the reason the Twin Cities are located where they are, and it continues to define the city, as human settlement here in turn has profoundly shaped the river ecosystem. Of late in cities across America there has been “a return to the river,” and in this class we will be doing the same. The River stands as a remarkable symbol for the community, of continuity and change, of cycles and transformation, of the power and beauty of the natural world, and there is much to be learned from studying it.

Using the Mississippi as the focus, this course looks at the changes in thinking about the relationship between humanity and the natural world, as the relationship has been expressed in literature, law, science, religion, political philosophy, and

popular culture. Particular attention will be paid to legal and cultural conceptions of the natural world, including the ideas of property and ownership. We will explore the distinction between wilderness and civilization and the political function of the line dividing those two realms.

We will explore the river through the eyes and experiences of those who have worked and lived their lives along it, and through site visits to locations along the river, speakers in class, and on the Internet. Students will have an opportunity to explore their own interests in the river through individual projects, ranging from boat building, to lobbying at the State Capital, to the various Mississippi floods, to river ecology and “green consumerism.” There will be opportunities to work with local river-related groups on those projects. Throughout the course students will be encouraged to dream, and to work on taking that vision and making it a reality, in building support for a project, in networking, in having patience, in following through, in working hard, and at the end, having something concrete to show for their efforts. These projects can be a prototype for the future pursuit of a vocation to contribute to their world in whatever way one is called to do so.

Liberal Arts Perspective: Social World
Graduation Skill: Critical Thinking
Maximum Enrollment: 20
Time: I
Room: Old Main 25

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

Basics in Youth and Family Ministry

REL 235-J

Instructor: Richard Hardel

This course will provide students with the history and development of youth and family ministry in the U.S. It will provide students with basic skills and understanding for designing an effective youth and family ministry in a congregation. Students will study the latest research on children, youth, and families from Search Institute and learn the new paradigm of home and congregation in partnership for teaching and nurturing faith. They will learn the latest conceptual model of a holistic approach to youth and family ministry.

Prerequisite: REL 111, 221, or 331

Liberal Arts Perspective: Christian Faith 3

Maximum Enrollment: 25

Time: II

Room: Music 24

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: 1

Room: Music 23

Topics: Psalms, Songs, and Religious Poetry

REL 308-J

Instructor: Rolf Jacobson

A study of poetry from the Christian tradition, focusing on biblical psalms and poems, religious poetry, and Christian hymns and songs. An introduction to interpretation of poetry and poetry set to song. Students will be evaluated based on one major paper, leading three discussions of primary texts, and on class participation and preparation.

Prerequisite: Religion 111, 221, or 331

Liberal Arts Perspective: Christian Faith 1 or 3

Maximum Enrollment: 25

Time: 1

Room: Music 24

Topics: Religion at the Movies

REL 309-J

Instructor: Lori Hale

Religious themes such as good and evil, morality and ethics, human nature, holiness, faith and belief, salvation and redemption, and forgiveness and mercy will be explored through the medium of popular film. Movies including the "The Matrix", "The Shawshank Redemption", "Babette's Feast", and "Wings of Desire" will be coupled with directed theological or historical readings. Essays, class participation, and a final paper will serve as the basis for evaluation.

Prerequisite: Religion 111, 221, or 331

Liberal Arts Perspective: Christian Faith 2 or 3

Maximum Enrollment: 25

Time: II

Room: Music 22

The Vision of God in Nicholas of Cusa and Martin Luther

REL 455-J

Instructor: Mark Tranvik and Mark Fuehrer

This course examines the thought of two major thinkers from the late medieval and reformation periods. We will read and discuss primary texts from Cusa and Luther, focusing on the theme of the "vision of God" Last three days of the course will be held at a lodge in northern Minnesota. Three extended essays will be the basis of evaluation. Team-taught by Professors Mark Fuehrer (philosophy) and Mark Tranvik (religion). A fee of \$225.00 is required to cover lodging costs. This will need to be paid by December 1, 2000. Transportation is student responsibility.

Prerequisite: Religion 111, 221, or 331

Liberal Arts Perspective: Christian Faith 2 or 3

Maximum Enrollment: 20

Time: I

Room: Old Main 10

Exploring Human Services

SWK 257-I

SWK 257-J

Instructors: Vern Bloom and TBA

Experiential learning occurs as students volunteer 60 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 introduce the fields of practice in social work and to help students explore a possible major in social work 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: I
Room: Foss 21 A and B

Topics: Child Welfare Social Work and the Law

SWK 295-J

Instructor: Tony Bibus and Ragnhild Collin-Hansen

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 US 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: 8

Time: II

Room: Sverdrup 20

Field Work I: Integrative Seminar

SWK 307-J & K

Instructor: Curt Paulsen and Joe Clubb

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

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 basis for evaluating performance in the course.

Liberal Arts Perspective: The City

Maximum Enrollment: 25

Time: I

Room: Foss 175

Foundations in Women's Studies

WST 201-J

Instructor: Julie des Jardins

This course offers an introduction to the interdisciplinary field of women's studies. Students will explore the scope of women's studies; develop greater understanding of diverse women's status, contributions, and concerns nationally and globally; and consider how women's studies and other academic disciplines influence our perspectives on women and men, and on policies and actions affecting people's lives. Throughout the course, we will make connections between gender, race/ethnicity, economic class, sexuality and other differences in our analysis of women's experiences. Finally, we will explore ways to put our knowledge into action.

This course requires active participation, daily reading and several short writing assignments. In addition, we will take field trips to visit some women's organizations in the Twin Cities.

Graduation Skill Requirement: Speaking

Maximum Enrollment: 20

Time: II

Room: Old Main 13

Lifetime Sports

The following activities are available to students during Interim, and students may register for these classes as well as for a regular course. These activities do not carry course credit but do meet the lifetime sports requirement for graduation.

Lifetime Sport: Badminton/Pickleball

HPE 002-B

Instructor: Brian Ammann

Practice and playing of badminton and pickleball. Grading: P/N only.

Graduation Skill Requirement: Lifetime Sport

Maximum Enrollment: 20

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

Room: Melby Gym-north/south courts

Lifetime Sport: Ultimate Frisbee

HPE 002-F

Instructor: Marilyn Florian

Practice and playing of ultimate frisbee. Grading: P/N only.

Graduation Skill Requirement: Lifetime Sport

Maximum Enrollment: 20

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

Room: Air Structure

Lifetime Sport: Golf

HPE 002-G

Instructor: Brian Ammann

Practice in the various shots used in the game of golf. Grading: P/N only.

Graduation Skill Requirement: Lifetime Sport

Maximum Enrollment: 20

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

Room: Air Structure

Introduction to Dance

HPE 002-T/THR 002-T

Instructor: Sandra Agustin

See course information listed under THR 002-T

Graduation Skill Requirement: Lifetime Sport

Maximum Enrollment: 15

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

Room: Satern Auditorium

Interim Abroad

Social Work in Nicaragua—Challenges in Social Justice

January 7-26, 2001

SWK 295 (Contact your social work adviser about credit options.)

Instructor: Randy Herman, Univ. of St.Thomas;

Augsburg Contact: Tony Bibus

Will introduce students to social issues faced by Nicaraguan families and communities in both urban and rural settings. Experiential in design, this course will provide opportunities to meet Nicaraguan people in their homes, communities and places of work. Spanish language proficiency is not required, as interpretation will be provided as needed. The course will include excursions to both rural and urban settings, opportunities for field experience and hands-on service, and classes in Spanish conversation.

Cost: \$2595, This includes roundtrip airfare from Minneapolis to Managua, all meals, lodging, ground transportation, program expenses and course tuition. Register for course at Augsburg College, Office of Registrar. Also, make application at the Center for Global Education in Murphy Place. Application deadline: October 20, 2000. Maximum Enrollment: 20. For more information contact: Study Abroad Office, Center for Global Education, Murphy Place, (612) 330-1159.

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Topics: Social Work & Education in Norway



January 3-26, 2001

EDC 495-P/SWK 295-P (Social work majors should contact their adviser about credit options.)

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.

Prerequisites: Students signing up for the education track must have some experience in cross-country skiing.

Cost: \$2350. This includes roundtrip airfare from Minneapolis to Trondheim, Norway; all meals, lodging, program expenses, and course tuition. Register for course at Augsburg College, Office of Registrar. Also make application at the Center for Global Education in Murphy Place.

Application deadline: October 20, 2000. Maximum

Enrollment: 20. For more information contact: Study Abroad Office, Center for Global Education, Murphy Place, (612) 330-1159.

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.

Africa and the Middle East

The Middle East: A Spiritual Geography

Tradition and Modernity in Africa: The Experience of Ghana

Asia

Development and Community in Bangladesh

Australia and the South Pacific

Sustainable New Zealand: Ecology, Economy and Society

Europe

Introduction to Peace and Conflict Studies: The Northern Ireland Context

British Health Care: Meeting Special Needs

Christian Worship: Font of Art, Architecture, and Music

Social Work and Education in Norway

The Czech Republic: Social and Cultural Impact of the Emerging Free Market Economy

The English School and Family: A Comparative Study

Taking a Quantum Leap into Europe

The Artist's Book, Provence to Paris: Beginning Drawing and Beginning French

Hellenizing England: How Ancient Greece has Shaped the Literature and Art of Modern England

The Landscapes of Faith: Cathedrals, Abbeys, and Parishes

The Lost Generation: Americans in Paris

"Most German of the Arts": Music and German National Identity

Psychoanalysis and Feminism: French, British, and American Perspectives

Scandinavian Economy, Culture, and Society

Latin America and the Caribbean

The Cuba Story: Quantitative Journalism in Cuba

Sailing in the Virgin Islands

Social Work in Nicaragua

Other Interim Abroad Courses

HECUA

*Environment, Economy and Community in Guatemala
Development and Community in Bangladesh*

ACTC

Peace and Conflict Studies in Northern Ireland

ACTC Creative Writing Workshop at St. Thomas

The Language of Desire: Theory and Practice of the Love Poem For Advanced Creative Writers

Course will carry upper division English credit

Instructor: Leslie Adrienne Miller

What makes a poem hot? What gives language that extra charge and sparkle? Why are bad poems about sex really bad? What is the role of the erotic in a poem? In a love poem? How do poems seduce us, engage our sense of physical desire via our imagination? How can we be sure we've written a sexy poem rather than a mere sex poem? How have poets answered these and other questions across a variety of times and cultural contexts? This course will explore these and other related questions with the assumption that poetic language can and often should be sensual, erotic, sparky, a flirtation with the reader, and the understanding that the sexiest of poems are seldom actually about the sex act itself. In this course we will take a look at erotic elements in poems and explore how poets handle physical desires of all kinds to engage and seduce their readers. Students will explore a variety of ways to work with erotic language and subjects. We will examine what makes particular images and metaphors sensual and how poets transform potentially dull and /or unsexy subjects into vibrant and appealing answers to human desire. The class will include in-class discussions of text, writers to the course, on the recommendation of the creative writing faculty. To be considered for enrollment in this course, con-

tact Cass Dalglish, (612) 330-1009, or Roseann Lloyd, (612) 330-1423, before registration.

Time: Monday through Thursday 1-4 p.m.
Room: 108 Christ Child Hall, University of St. Thomas

Other Courses

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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 2001

Academic Seminars

The Presidential Inauguration

January 7-20, 2001
Pol 398-A

The Washington Center's "Campaign 2000" academic seminars will conclude with a two-week seminar focusing on the inauguration of the next president. It examines the presidential transition of power and explores how the new administration succeeds in moving from campaign rhetoric to hallmarks in public policy. Participants also join in the celebration, pomp, and ritual of a presidential inauguration. One half credit is available from the political science department for this two-week program. The course is a pass/fail course based on participation in program activities including site visits, small group seminars, and journals. For further information about the program see Prof. Hedblom in Memorial Hall 117A; call her at (612) 330-1197; or e-mail <hedblom@augsborg.edu>. There are four scholarships available to cover registration and tuition costs based on priority in registration through the political science department.

