

- **At least four semester hours chosen from:**  
PHYS 240, 333, 334, 336, or CHEM 341
- Ten additional semester hours from any upper-division Computer Science and Computer Engineering courses numbered above CSCE 319 (except CSCE 449).

### MINORS

**Restrictions on all three minors:** Computer Science, Information Science and Electrical Engineering:

At least eight upper-division semester hours must be completed at PLU.

- **Minor in Computer Science**  
**20 semester hours, including**
  - CSCE 144, 270
  - Eight additional hours of upper-division computer science courses numbered above CSCE 319 (except CSCE 345 and 499).
  - **Required supporting:** MATH 151, 128 or equivalent
- **Minor in Information Science**  
**21 semester hours including**
  - CSCE 144 and 367
  - Business 202
  - At least four additional hours from CSCE courses numbered above 250 (except CSCE 345 and 449)
  - At least six additional hours selected from BUSA 320, 375, 376, 378, or 478.
- **Minor in Electrical Engineering**  
**44 semester hours including**
  - CSCE 131, 144, 245, 345, and 346
  - Required supporting:  
CHEM 115; MATH 151, 152, and MATH 245 or 253  
PHYS 153, 154, 163, 164

To view Computer Science and Computer Engineering (CSCE) courses, go to the PLU Directory of Approved Courses beginning on page 167.

## Dance

For curriculum information, see Department of Communication and Theatre, page 46.

To view Dance (DANC) courses, go to the PLU Directory of Approved Courses beginning on page 170.

## Economics

253.535.7595  
[www.plu.edu/economics](http://www.plu.edu/economics)  
[econ@plu.edu](mailto:econ@plu.edu)

*“By virtue of exchange, one person’s property is beneficial to all others.”* — Frederic Bastiat

Economics is the study of how people establish social arrangements for producing and distributing goods and services to sustain and enhance human life. Its main objective is to

determine an efficient use of limited economic resources so that people receive the maximum benefit at the lowest cost.

The economics discipline embraces a body of techniques and conceptual tools that are useful for understanding and analyzing our complex economic system.

**Faculty:** St. Clair, Chair; Hunnicutt, Peterson, Reiman, Travis, Wang, Wurm.

### BACHELOR OF ARTS MAJOR

**Minimum of 40 semester hours**

- **Required Courses for all Economic Majors:**

ECON 101 or 111, 102, 301, 302, 499

**Four semester hours selected from:**

STAT 231 or MATH 341

- **Additional Required Courses for General Major:**  
**Twelve semester hours of electives in Economics**

**One course selected from:**

ECON 344, BUSA 202 or 302, MATH 348 or up to four semester hours in Computer Science

A grade point average of 2.50 in all classes included in the 40 semester hours toward the major.

With departmental approval, ECON 111 may be substituted for ECON 101 for purposes of major and minor requirements.

ECON 499 meets the senior seminar/project requirement. For students planning graduate work in economics or business, additional math preparation will be necessary. For specific courses, consult your major advisor.

### CONCENTRATIONS

The Economics Department offers the following concentrations:

- **Domestic Economic Analysis**  
**Minimum 51 semester hours**

As well as the required courses for the major listed above, the following courses are required for this concentration:

ECON 495, POLS 345 and 346

**Twelve semester hours chosen from:**

ECON 321, 322, 323, 325, 327

**One course selected from:**

ECON 344, BUSA 202 or 302, MATH 348, or CSCE 120

- **International Economic Analysis**  
**Minimum 51 semester hours**

As well as the required courses for the major listed above, the following courses are required for this concentration:

ECON 495, POLS 331 and POLS 347

**Twelve semester hours chosen from:**

ECON 311, 313, 315, 331, 333, 335, 338

**Plus one course selected from**

ECON 344, BUSA 202 or 302, MATH 348, or CSCE 120

• **Mathematical Economics**  
**52 semester hours**

As well as the required courses for the major listed above, the following courses are required for this concentration:  
 ECON 344, 345  
 MATH 151, 152, 253  
 Eight semester hours of Economics electives

• **The Modern Economic Enterprise**  
**Minimum 48 semester hours\***

As well as the required courses for the major listed above, the following courses are required for this concentration:  
 ECON 325, 341, 495\*  
 ECON 321 or ECON 323  
 Minimum of nine semester hours of Business electives  
 (BUSA 200 level or higher, BUSA 201 recommended)

• **NOTE:** BUSA 495 may be substituted for ECON 495 with a minimum of three semester hours.

**MINOR**  
**24 semester hours**

ECON 101 or 111; 102; 301 or 302  
 Twelve additional semester hours of electives, four of which may be in Statistics

**HONORS**

Outstanding students may choose to pursue graduating in economics with honors. In addition to meeting all other major requirements, in order to be granted departmental honors a student must:

- Have an overall university grade point average of 3.50 or better;
- Take four hours beyond the standard major in Economics 498, Honors Thesis (Students apply for admission to this course in the second semester of their junior year. The department grants admission to Economics 498, Honors Thesis, based on the student's prior work in economics and the quality of the general research proposal);
- Present the results of the work completed in Economics 498, Honors Thesis, at a meeting of Omicron Delta Epsilon (the economics honorary).

**ECONOMICS HONORARY SOCIETY**  
*(Omicron Delta Epsilon)*

The department offers membership in Omicron Delta Epsilon, the International Economics Honorary Society, to qualified Economics majors. For specific criteria, see any departmental faculty member.

To view Economic (ECON) courses, go to the PLU Directory of Approved Courses beginning on page 170

**Education and Movement Studies,  
 School of**

253.535.7272  
[www.plu.edu/~educ](http://www.plu.edu/~educ)  
[educ@plu.edu](mailto:educ@plu.edu)

The faculty of the School of Education and Movement Studies come together representing two disciplines, highlighting both their distinctiveness and overarching similarities.

The degree programs delivered within the two departments, and the communities each serves, are diverse and expand well beyond the traditional conceptualization of public school education with regard to both the locations for service and age of the learner. Both departments maintain a philosophy that education is the unifying element within each discipline. Further, both disciplines require students to develop the knowledge, values, skills and competencies central to educating others for lifelong learning across a wide range of educational environments within society.

The programs offered within both departments seek to prepare individuals for “lives of thoughtful inquiry, service, leadership and care—for other people, for their communities, and for the earth” (PLU 2010, p.1). The students who complete our programs are competent in their knowledge and skill as appropriate for their discipline, seek to care for, support, and nurture equitably the diverse individuals they serve, and provide leadership as stewards of their communities and professions. The notion of education as lifelong learning, critical to focused and sustaining lives, is a fitting constant across the shared work of these disciplines.

**Faculty:** Michael Hillis, Ph.D., *Acting Dean*; faculty members of the Departments of Instructional Development and Leadership and Movement Studies and Wellness Education.

**DEGREES**

- Degrees offered are:  
 Bachelor of Arts in Education (B.A.E.)  
 Bachelor of Arts in Physical Education (B.A.P.E.)  
 Bachelor of Science in Physical Education (B.S.P.E.)  
 Master of Arts in Education (M.A.E.)

Candidates for all degrees must meet general university requirements and the specific requirements of the Departments of Instructional Development and Leadership and Movement Studies and Wellness Education.

For degree requirements and programs in the School of Education and Movement Studies, see the Department of Instructional Development and Leadership on page 65 or Department of Movement Studies and Wellness Education on page 79.

**Educational Psychology**

To view curriculum requirements, please go to the Department of Instructional Development and Leadership, page 65.

To view Educational Psychology (EPSY) courses, go to the PLU Directory of Approved Courses beginning on page 176.

## Dance (DANC)

### ***DANC 170: Introduction to Dance - AR***

This is a survey dance course that explores the history, roots, and cultural significance of dance as an art form. (4)

### ***DANC 222: Jazz Dance Level I - PE***

Cross-listed with PHED 222. (1)

### ***DANC 240: Dance Ensemble - PE***

Cross-listed with PHED 240. (1)

### ***DANC 362: Healing Arts of Mind and Body - A, AR (4)***

See PHED 362 for description.

### ***DANC 462: Dance Production***

An advanced choreography course combining choreography, costume design, staging, and publicity techniques for producing a major dance concert. Cross-listed with PHED 462. (2)

## Economics (ECON)

### ***ECON 101: Principles of Microeconomics – S2, SO***

Introduces the study of economic decision making by firms and individuals. Economic tools and concepts such as markets, supply and demand, and efficiency applied to contemporary issues. Students cannot take both ECON 101 and 111 for credit. (4)

### ***ECON 102: Principles of Macroeconomics – S2, SO***

Introduces the economy as a whole and major issues such as inflation, unemployment, economic growth, and international trade. **Prerequisites:** ECON 101 or 111. (4)

### ***ECON 111: Principles of Microeconomics: Global and Environmental - S2, SO***

Analysis of public policy and private behavior; appropriate pricing, resource valuation, taxes and subsidies, trade policies, sustainable development, and income growth and distribution. Students cannot take both ECON 101 and 111 for credit. (4)

### ***ECON 301: Intermediate Microeconomic Analysis***

Theory of consumer behavior; product and factor prices under conditions of monopoly, competition, and intermediate markets; welfare economics. **Prerequisites:** ECON 101 or 111, MATH 128 or 151, or consent of department. (4)

### ***ECON 302: Intermediate Macroeconomic Analysis***

National income determination including policy implications within the institutional framework of the U.S. economy. **Prerequisites:** ECON 102; MATH 128 or 151. (4)

### ***ECON 311: Energy and Natural Resource Economics***

An intensive economic analysis of natural resource scarcity and a comparison of actual, optimal and sustainable use of energy and natural resources. Comparative international analysis of the relative roles of markets and government in the development and allocation of natural resources over time.

Themes include dynamic efficiency, intergenerational fairness, and sustainability. Case studies of key natural resource sectors including: renewable and exhaustible energy, non-energy minerals, forestry, and fisheries. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

### ***ECON 313: Environmental Economics***

Examines the theory of externalities, pollution regulation, open-access conditions as a basis for environmental degradation, methods of non-market valuation of environmental amenities, and valuation of a statistical life. Attention will be given to both domestic and global examples. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

### ***ECON 315: Investigating Environmental and Economic Change in Europe – S2, SO***

An introduction to the environmental economic problems and policy prospects of modern Europe. Focus on economic incentives and policies to solve problems of air and water pollution, sustainable forestry, global warming, and wildlife management in Austria, Germany, Hungary, the Czech Republic, and Italy. (4)

### ***ECON 321: Labor Economics – S2, SO***

Analysis of labor markets and labor market issues; wage determination; investment in human capital, unionism and collective bargaining; law and public policy; discrimination; labor mobility; earnings inequality, unemployment, and wages and inflation. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

### ***ECON 322: Money and Banking – S2, SO***

The nature and role of money; monetary theory; tools and implementation of monetary policy; regulation of intermediaries; banking activity in financial markets; international consequences of and constraints on monetary policy. **Prerequisite:** ECON 102 or consent of instructor. (4)

### ***ECON 323: Health Economics – S2, SO***

Analysis of health care markets including hospitals, providers, and insurer/managed care organizations; demand for care; economics of insurance; role of government and regulation; access to care; non-price competition; impact of new technology; analysis of reform. **Prerequisites:** ECON 101 or 111 (4)

### ***ECON 325: Industrial Organization and Public Policy***

An analysis of the structure, conduct, and performance of American industry and public policies that foster and alter industrial structure and behavior. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

### ***ECON 327: Public Finance - S2, SO***

Public taxation and expenditure at all governmental levels; the incidence of taxes, the public debt and the provision of public goods such as national defense, education, pure air, and water. **Prerequisites:** ECON 101 or 111 or consent of instructor. (4)

### ***ECON 331: International Economics***

Regional and international specialization, comparative costs, international payments and exchange rates; national policies that promote or restrict trade. **Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

***ECON 333: Economic Development: Comparative Third World Strategies - C***

Analysis of the theoretical framework for development with applications to alternative economic development strategies used in the newly emerging developing countries. Emphasis on comparison between countries, assessments of the relative importance of cultural values, historical experience, and government policies in the development process.

**Prerequisites:** ECON 101 or 111, or consent of instructor. (4)

***ECON 335: European Economic Integration***

An introduction to integration theory and its application to the problems and policy prospects for deepening European integration. Economic analysis of the development of economic institutions in the European Union. Topics include: German unification, enlargement, the European monetary system, Scandinavian participation, and relevance of the European integration model for the developing world.

**Prerequisites:** ECON 101 or 111 (4)

***ECON 338: Political Economy of Hong Kong and China – S2, SO***

In 1997, the British returned Hong Kong to China. This course examines the unique economic relationship that exists between the strongly capitalistic former colony and the People’s Republic of China. Can these two diverse systems coexist? Will they eventually converge to a common system? Where does Taiwan fit into the picture? While in Hong Kong and southern China we will utilize the expertise of a series of speakers to explore the economy, history, and traditions of the area and to enhance the many experiential activities of the course. (4)

***ECON 341: Strategic Behavior – S2, SO***

An introduction to game theory and analysis of interactive decision processes. Interactive game playing, cases, and examples drawn primarily from economics, but also includes sports, political science, business, and biology. Prisoner’s Dilemma, sequential games, Nash equilibrium, mixed and pure strategies, collective action and bidding strategies, bargaining.

**Prerequisites:** ECON 101 or 111. (4)

***ECON 344: Econometrics***

Introduction to the methods and tools of econometrics as the basis for applied research in economics. Specification, estimation, and testing in the classical linear regression model.

**Prerequisite:** ECON 101 or 111; ECON 102; STAT 231 or equivalent. Cross-listed with STAT 344. (4)

***ECON 345: Mathematical Topics in Economics – S2, SO***

An introduction to basic applications of mathematical tools used in economic analysis. **Prerequisites:** ECON 101 or 111, ECON 102 or consent of instructor. (4)

***ECON 386: Evolution of Economic Thought***

Economic thought from ancient to modern times; emphasis on the period from Adam Smith to J.M. Keynes; the classical economists, the socialists, the marginalists, the neoclassical economists, and the Keynesians. **Prerequisite:** ECON 101 or 111; ECON 102; ECON 301 or 302 (4)

***ECON 491: Independent Studies***

**Prerequisites:** ECON 301 or 302 and consent of the department. (1–4)

***ECON 495: Internship***

A research and writing project in connection with a student’s approved off-campus activity. **Prerequisites:** ECON 101 or 111; ECON 301 or 302; sophomore standing; and consent of the department. (1–4)

***ECON 498: Honors Thesis***

Independent research supervised by one or more faculty members. Research proposal and topic developed by the student in the junior year. Application to enroll is made in the second semester of the junior year. **Prerequisite:** Economics major and consent of the department. (4)

***ECON 499: Capstone: Senior Seminar – SR***

Seminar in economic problems and policies with emphasis on encouraging the student to integrate problem-solving methodology with tools of economics analysis. Topic(s) selected by class participants and instructor. **Prerequisite:** ECON 301 or 302; senior standing; or consent of instructor. (4)

***ECON 500: Applied Statistical Analysis***

An intensive introduction to statistical methods. Emphasis on the application of inferential statistics to concrete situations. (3)

***ECON 520: Economic Policy Analysis***

An intensive introduction to the concepts of macroeconomics and microeconomics with an emphasis on policy formation within a global framework. (3)

**Education (EDUC)  
Undergraduate**

***EDUC 205: Multicultural Perspectives in the Classroom - A***

Examination of issues of race, class, gender, sexual orientation, etc. as they relate to educational practices. (4)

***EDUC 263: School Observation***

Graded observation in schools. Concurrent with EDUC 262. (1)

***EDUC 385: Comparative Education - C***

Comparison and investigation of materials and cultural systems of education throughout the world. Emphasis on applying knowledge for greater understanding of diverse populations in the K-12 educational system. (4)

***EDUC 390: Inquiry into Learning I: Investigation into Learning and Development***

Investigation into theories of learning and development and into historical and current practices, values, and beliefs that influence efforts to shape learning in educational settings. Topics include: self as learner, theories of learning, others as learners, exceptionalities, technology, values, literacy and factors influencing learning and literacy (fieldwork included). Concurrent with EDUC 392. (4)