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1986-88

# llamette University

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## THE CATALOG 1986-88



SALEM, OREGON

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**“In three billion years of slow change and groping effort only one living creature has succeeded in escaping the trap of specialization that has led in time to so much death and wasted endeavor. It is man, but the word should be uttered softly for the story is not yet done.”**

From "The Hidden Teacher"  
by humanist Loren Eiseley,  
a 1974 visitor to Willamette.

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# Willamette University

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This catalog is designed to give prospective and current students, advisors, faculty, employers and friends of Willamette University an accurate picture of the curriculum, faculty, environment and related subjects. Over the course of the two years the current catalog will be in use, there will no doubt be changes in curriculum, faculty and other important areas. Information about such changes will be disseminated to the public as appropriate. However, all provisions herein contained are subject to change without notice and do not constitute a contract or offer to contract with any person.

Visitors are welcome to the campus. The undergraduate Office of Admission is open Monday through Friday, 8:30 a.m. to noon and 1:00 p.m. to 4:30 p.m. Appointments are suggested on all days for visitors coming on specific business. Mailing address: Willamette University, 900 State Street, Salem, Oregon 97301. Phone: (503) 370-6300.

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# Introduction

This catalog has two basic purposes: (1) to provide information for students who are considering application or have applied for admission to the Willamette University College of Liberal Arts and (2) to serve as a book of record for the University, though necessarily an incomplete one.

Willamette University is a small, independent, coeducational university with a college of liberal arts and graduate schools of law and management. Founded in 1842, it is the oldest college in the west and has a historic relationship to the United Methodist Church. Its charter is non-denominational.

Willamette has long been known for its intellectual vitality and its cohesive academic community, its concern for each student, close relationships between students and faculty members, and education which prepares students for successful professional and personal lives.

Willamette has a reputation for financial as well as academic stability. Its endowment is consistently listed as among the largest of any college or university in the Northwest and compares very favorably on a national basis. In addition to endowment income and tuition, it depends upon support through gifts and trusts.

Almost all Willamette faculty members have received degrees from institutions in other states and/or countries, a fact that brings a wide range of views and experiences to campus. There is one faculty member for every thirteen students, and all serve as advisors. Many faculty members publish and conduct research and are encouraged to do so. However, the faculty is fundamentally committed to teaching and to informal discussion with individual students.

The University is selective and seeks serious and talented students. Our average freshman in 1985 had a solid subject GPA of 3.5 and 1100+ combined SAT scores. Four hundred freshmen were enrolled from a group of 1,200 applicants. About seventy percent of our students receive financial aid. Both need and no-need scholarships are provided. Although many of our students now choose to seek employment immediately after graduation, the majority still goes immediately on to graduate or professional school. Undergraduate enrollment in the fall of 1984 was 1,205; total University enrollment was 1,701.

The campus has 34 buildings on 57 acres. Except for the football stadium, track, and baseball field two blocks away,

the campus is self-contained. The only through street separates the College of Law and the Geo. H. Atkinson Graduate School of Management from the College of Liberal Arts. However, there are no barriers to cooperative programs among the three colleges, and all students benefit from the quality programs available in each of the colleges.

In the spring of 1981 a major building and renovation project was begun. The \$4.1 million renovation of E.S. Collins Science Center was completed first. In the fall of 1982 Eaton Hall was renovated at a cost of \$1.7 million. The Mark O. Hatfield Library, a \$7.1 million project, is under construction and will be completed in the summer of 1986. The entire project, scheduled to be completed in 1987, will include renovation of two other buildings and substantial changes in landscape design.

Sparks Center, built in 1974, is an outstanding athletic and physical education facility. The Putnam University Center is a key gathering spot with its lounges, meeting rooms, recreation room, bookstore, small auditorium, and eating areas. Our playhouse is one of the best educational theatre facilities in the state, and the music and art buildings have been renovated recently. A 1,250-seat auditorium in the Fine Arts Building is the site of numerous lectures and concerts, including those of the Oregon Symphony. The excellent facilities support competitive men's and women's athletic teams, an extensive intramural sports program, an outstanding speakers series, and numerous other activities and events.

Salem's population of 95,000 makes it Oregon's third largest city. Twice named as an All-America City, the community offers a range of cultural events, restaurants, movie theaters, etc. to augment the activities available on campus. Willamette benefits from being located across the street from the state Capitol and near many other state, county, and city buildings. In the larger setting, the ski slopes of Mt. Hood and Mt. Bachelor are two to four hours away and Oregon's beautiful, rugged coast is about an hour's drive away. Across the Cascade mountain range lies the high desert land of eastern Oregon.

In brief, we think the following adjectives describe Willamette well: academic, serious, solid, personal, friendly, well-located, beautiful.

## Section I

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College of Liberal Arts  
General Education Program  
Programs of Special Interest

**“Here we can learn a basic lesson from nature: that nothing can survive on the planet unless it is a cooperative part of a larger, global whole.”**

*From The Closing Circle: Nature, Man and Technology* by ecologist Barry Commoner, a 1977 visitor to Willamette.

# College of Liberal Arts

Willamette University is a private, independent university of residential character founded in 1842 by Christian missionaries to the Oregon Country. Mindful of its long and distinguished heritage, the University seeks to create an invigorating atmosphere for learning which features small classes, close student-teacher relationships, and a diversity of programs and learning methods to meet individual student objectives.

Equally important, Willamette attempts to provide an environment in which students may develop qualities that will enhance the varied dimensions of their future personal, civic, and professional lives.

The chief purpose of Willamette University is the establishment of a community in which learning and teaching will flourish. Due to its unique character and location, the University mission involves a blend of liberal arts and professional education. The undergraduate College of Liberal Arts offers B.A. and B.S. degrees, the former requiring foreign language proficiency and the latter, proficiency in quantitative analysis. Professional degrees in music and theatre are also offered. At the graduate level, Willamette's well-known College of Law is the oldest in the Northwest; the Geo. H. Atkinson Graduate School of Management was founded in 1973 to provide professional training for careers in both government and industry. A 3-2 program in management combines undergraduate and graduate education at Willamette: students complete requirements for a degree and major in the College of Liberal Arts in three years and then spend two years earning the Master's degree in the Atkinson School.

The essence of Willamette University's academic commitment to each student is a foundation in general education which provides an exposure to civilization's great philosophical, artistic, literary, and cultural expressions, and a mastering of the basic human skills of reading, writing, calculating, and reasoning. General education coursework and related experiences serve as a preparation for advanced studies and possible off-campus application — field research, career-related internships, study abroad, and others. Overall, Willamette strives to educate the whole person, including the moral, intellectual, creative, and social dimensions, and to instill a lifelong dedication to rational inquiry and to human excellence.

Willamette graduates have entered all

walks of life. Outstanding doctors, lawyers, teachers, businesspersons, public servants, and clergy who live throughout the United States and in many parts of the world have common roots in the Willamette University community. This shared participation in an institution long devoted to the quality of life of its members is the rich heritage of each incoming generation of students. Whatever life directions a student ultimately chooses, these traditions and opportunities beckon to form each new student's Willamette experience.

## Accreditation

Willamette University is fully accredited by the accrediting agencies for American colleges and universities. It is a charter member of the National Commission on Accrediting and is a member of and accredited by the Northwest Association of Schools and Colleges. It is also accredited as a senior college by the University Senate of the United Methodist Church. It holds membership in the Association of American Colleges and is recognized by the American Association of University Professors and the American Association of University Women.

The music program is accredited by the National Association of Schools of Music, and the University holds institutional membership in that organization. The major in music therapy is accredited by the National Association for Music Therapy. The chemistry department is on the approved list of the American Chemical Society. The University is approved by the Oregon State Department of Education and meets requirements for teaching certification in secondary education.

## Goals of the College of Liberal Arts

The College of Liberal Arts seeks to foster the fundamental goals of a liberal education. Liberal arts study is a search for truth, and for those artistic, humane, social and scientific principles that enable us to understand ourselves, our society and our

environment and to meet the challenges of a rapidly changing world.

More specifically, the College of Liberal Arts seeks to develop basic intellectual skills of analysis and communication, to examine the moral and aesthetic dimensions of human culture and to foster breadth and depth in theoretical knowledge, in the belief that all of these build a foundation for success and fulfillment in personal, professional, and civic life after graduation. The College is committed to the idea that all students acquire a general education involving disciplinary and interdisciplinary approaches to the traditional areas of the humanities, the social sciences, the natural sciences, literature and the fine arts; that all students experiment and explore in elective courses; and that each student develop a competence in the knowledge and skills of a major program of study.

Finally, the College is also dedicated to the creation of a campus environment in which social, residential, and cocurricular life support academic goals; for a liberal arts education should provide opportunities for students to develop personal values and interests in an atmosphere of spiritual, racial, ethnic, and cultural freedom.

## Graduation Requirements

The College of Liberal Arts offers the Bachelor of Arts and the Bachelor of Science degrees and the professional Bachelor of Theatre, Bachelor of Music and Bachelor of Music Education degrees. In order to earn a degree, a candidate must meet general requirements, specific degree and major requirements and complete the General Education Program.

### General Requirements for All Baccalaureate Degrees

All candidates for graduation must:

1. Satisfactorily complete 31 credits, of which no more than two may be earned in major or professional internships. At least 15 of these credits must be earned in resi-

dence. The last or senior year shall be spent in residence or in Willamette-approved off-campus programs. In unusual circumstances, students with exceptional academic records may petition at entrance to graduate with fewer than 15 credits earned at Willamette.

**2.** Demonstrate proficiency in the English language as defined by the Department of English and approved by the Faculty of the College of Liberal Arts (see p. 8). This proficiency is normally demonstrated during the freshman year and must be established in order to attain junior status. Transfer students must establish proficiency by the end of their second semester at Willamette.

**3.** Demonstrate proficiency in basic mathematics, as defined by the Department of Mathematics and approved by the Faculty of the College of Liberal Arts (see p. 8). This proficiency is normally demonstrated during the freshman year and must be established in order to attain junior status. Transfer students must establish proficiency by the end of their second semester at Willamette.

**4.** Satisfactorily complete the seven-credit General Education program, as described below.

**5.** Satisfactorily complete an approved major program and the specific requisites for either a B.A. or a B.S. degree, or the professional B.M., B.M.Ed. and B.T. degrees, as described below.

**6.** Satisfactorily complete at least one-half credit in a specifically designed Senior Year Experience.

**7.** Achieve a cumulative gradepoint average of at least 2.00 (C), and a gradepoint in the major of at least 2.00.

### **Specific Requirements for Baccalaureate Degrees**

#### **Bachelor of Arts**

Candidates for the Bachelor of Arts degree must:

**1.** Satisfactorily complete foreign language study at the second-year college level. (See "Foreign Language Requirement," p. 9)

**2.** Candidates for the Bachelor of Arts degree may earn a maximum of 10 credits in a single subject field to apply toward the minimum of 31 required for graduation. Major and professional program internships are exempted from this limitation, but no more than two such internship credits can be applied toward the required 31 credits.

#### **Bachelor of Science**

Candidates for the Bachelor of Science degree must:

**1.** Satisfactorily complete a total of two credits (one each) from at least two of the following four categories: (1) Calculus (Math 230, 241, 242, 243); (2) Computer Science (CS 230, 231, 232); (3) Logic and Linguistics (Phil 140; ISA 235; English

250-251 [251 counts toward the B.S. only if 250 is completed]); (4) Statistics (Math 138, 333; Econ 230, ISA 350-351).

**2.** Candidates for the Bachelor of Science degree may earn a maximum of 10 credits in a single subject field toward the minimum of 31 required for graduation. Major and professional program internships are exempted from this limitation, but no more than two such internship credits can be applied toward the required 31 credits.

#### **Bachelor of Music, Bachelor of Music Education**

Candidates for these degrees must meet the requirements listed on p. 49.

#### **Bachelor of Theatre**

Candidates for this degree must meet the requirements listed on p. 69.

#### **Approved Majors**

The following majors leading to a Bachelor of Arts or Bachelor of Science degree have been approved by the faculty. Professional degrees are also offered in music and theatre, and combined degrees are available in computer science, elementary education, engineering, forestry and management.

American Studies

Art

Biology

Business Economics

Chemistry

Computer Science/Mathematics

Economics

Education

English

Environmental Science

French

German

History

Humanities

International Studies

Mathematics

Music

Philosophy

Physical Education

Physics

Political Science

Psychology

Religious Studies

Sociology

Spanish

Speech Communication

Theatre

#### **Approved Minors**

The following minors have been approved by the faculty.

Art

Biology

Chemistry

Computer Science

Earth Science

Economics

English

French

German

History

Mathematics

Music

Philosophy

Physical Education

Physics

Political Science

Psychology

Religion

Russian

Sociology

Spanish

Speech Communication

Theatre

#### **Policy on Double Degrees**

Willamette offers no formal program enabling a student to earn degrees in both liberal arts and theatre or music. In most cases it is to the student's advantage either to double major in the two areas or to commence graduate work. A student, however, may petition for permission to earn two degrees, one liberal arts and one professional, in which case the following will apply:

**1.** Petitions must be submitted prior to the second semester of the junior year.

**2.** Petitions must contain a complete program proposal, including the student's objectives in pursuing the double degree program, a full statement of completed and proposed courses and intended date of graduation.

**3.** A minimum of forty (40) credits must be earned.

**4.** Within the minimum forty credits, a maximum of twenty (20) may be earned in the professional degree sought, i.e., courses having a prefix of Music or Theatre.

**5.** Approval of both academic advisors (liberal arts and professional), the Chair of the appropriate professional department, the Associate Dean of the College of Liberal Arts and the Academic Status Committee are necessary.

**6.** All University graduation requirements as well as requirements for each degree (including major requirements) must be met.

#### **General Education Program**

To express its commitment to the ideals of a liberal education, the Faculty requires that each candidate for a baccalaureate degree complete a program of study which includes experiences in discipline-based inquiry and explorations which transcend usual discipline boundaries. The latter involves both the interrelation of knowledge among liberal arts disciplines and the application of knowledge in the individual and civic dimensions of a liberal education.

All candidates for graduation must complete seven credits in the General Education program, distributed between discipline-based inquiry and integrative studies.

**A. Discipline-Based Inquiry** (5 credits)

The purpose of discipline-based inquiry is to introduce the student to the theoretical knowledge and analytical methods central to each area. Students must earn one credit in *each* of the following five areas:

**Fine Arts:** Study in this area develops critical insight into the creative process and heightens awareness of moral and aesthetic questions and of the role of the arts in reflecting and changing cultural assumptions.

**Humanities:** Study in this area emphasizes the role of the humanities in illuminating major philosophies, historical developments and cultural achievements of human civilization and focuses on consideration of ethical and moral issues and values

**Literature:** Study in this area provides training in literary analysis and demonstrates how literature heightens awareness of moral and aesthetic questions.

**Natural Sciences:** Study in this area focuses on the scientific method and on scientific knowledge and discoveries, and examines the value implications of the applications of science.

**Social Sciences:** Study in this area develops capabilities for responsible citizenship, examines value questions of individual freedom and social responsibility and gives insight into the structures and functioning of societies.

### **B. Integrative Studies (2 credits)**

The purpose of integrative studies is to provide experience in thinking across disciplines in ways that develop critical thinking, informed judgment and sensitivity to the complexities of contemporary personal and civic life.

Students must earn a total of two credits from courses meeting this requirement.

In addition, students are strongly encouraged to include in their programs involvement in physical activity in order to develop and maintain physical fitness and to enroll in studies which provide understanding of physical health.

### **Academic Advising**

The Academic Advising system of the University is organized to enhance the traditionally close relationship between students and faculty. Willamette is vitally interested in the intellectual, social, moral, religious, cultural, and emotional growth of each student and views advising and counseling as integral parts of the total educational process. All undergraduate students work directly with an academic advisor in ways that promote such growth.

The student and the academic advisor, in mutual consultation and agreement, devise an academic program that meets the student's interests and needs and the University's requirements. While the student is ultimately responsible for ensuring that all graduation requirements are met, the

academic advisor stands ready to lend assistance, offer information, and check programs.

The student and the academic advisor, meeting together at least once every semester, plan both the immediate semester program and the total four-year program with the major aim of building a coherent liberal arts experience. Because most entering freshmen do not know what their major will be (and are not expected to), the student and the advisor will usually plan for the first two years a program that satisfies the GENERAL EDUCATION PROGRAM (see p. 11) and the degree proficiency requirements and introduces the student to the broad liberal arts spectrum. This will prepare students for concentration on a major and acquaint them with a wide variety of possible majors. All members of the undergraduate faculty, regardless of their individual areas of specialization, are prepared to discharge the responsibility of the general advising of students who have not yet declared a major.

At the point of declaring majors — usually at the end of the sophomore or the beginning of the junior year — students choose an advisor in the major field and together with that advisor plan the remaining two years to meet major requirements and to distribute electives in complementary fields. This balance between a broad educational experience in the first two years and a more specialized experience in the last two years provides Willamette graduates with a solid liberal arts background, which is an excellent entree into graduate and professional schools and the world of work.

Students seeking one of the three undergraduate professional degrees offered by Willamette (the Bachelor of Music, the Bachelor of Music Education, and the Bachelor of Theatre) are strongly advised upon entrance to make immediate contact with the Music or Theatre departments in order to enter at once into a more intensive advising process.

Transfer students are assigned advisors according to their declared major field of interest prior to their initial semester at Willamette. It is important for transfer students to meet with this advisor as soon as they arrive on campus in order to plan intelligently for their time at Willamette and to ensure that they will meet all major program and College of Liberal Arts graduation requirements.

The academic advising function is an important part of the responsibility of every full-time faculty member of the College of Liberal Arts and one which faculty members take very seriously. The student-advisor relationship, tailored to meet the needs of each individual student, is thus a central part of the student's academic life.

Personal advising and career counseling are also available to the student through the personnel of the Counseling Center (see p. 74).

## **Satisfaction of Proficiency Requirements**

### **English Proficiency**

Proficiency in the English language is defined as the ability to structure adequate paragraphs and sentences, including evidence of sufficient mastery of English syntax to allow intelligent choices among the various possibilities of English sentence structure. Within these structural concerns, students should be able to manage the conventions of English spelling, usage, and punctuation in such a manner as to convey their message without distortion or general loss of credibility.

As well as mastery of syntactical and grammatical conventions, proficiency in English means control of the level of diction and sensitivity to the meanings and values of words.

In thus defining proficiency, the English Department expresses its deep commitment to the belief that educated people have command of the language they use and understand that effective expression is the true mirror of thought.

Students may demonstrate English proficiency in one of these ways: **1.** Complete English 130: The Craft of Writing II with a grade of C minus or better; **2.** Score a 4 or 5 on the Advanced Placement English Test; **3.** Pass a challenge examination offered by the English Department; or **4.** Submit an equivalent transfer course for evaluation by the English Department.

Proficiency is normally demonstrated in the freshman year and must be established in order to gain junior status. Transfer students must establish proficiency by the end of their second semester at Willamette.

### **Mathematics Proficiency**

Proficiency in mathematics is defined as the acquisition and demonstration of those mathematical skills and aptitudes which allow interpretation and use of the mathematics one encounters in everyday life.

Students may demonstrate this proficiency in one of the following ways: **1.** Score 60 or better on the Mathematics SAT, or 26 or better on the Mathematics ACT; **2.** Score a passing grade on the proficiency test administered by the Mathematics Department; **3.** Pass Math 130: Techniques of Mathematics with a grade of C minus or better; **4.** Pass a calculus course with a grade of C minus or better; or **5.** Submit an equivalent transfer course for evaluation by the Mathematics Department.

Proficiency is normally demonstrated in the freshman year and must be established

in order to gain junior status. Transfer students must establish proficiency by the end of their second semester at Willamette.

### Foreign Language Requirement

To earn the degree of Bachelor of Arts, students must fulfill the foreign language requirement. This requirement may be met in one of the following ways: **1.** Attain a score of 4 or 5 on the Advanced Placement Test of the College Entrance Examination Board in any written language other than English.

**2.** Complete at the fourth semester college level or higher a foreign language offered either by the Department of Foreign Languages and Literatures or by a foreign language department at another accredited institution.

**3.** Pass a comprehensive examination on the fourth semester college level in any written language other than English.

a. If this language is one taught by the Department of Foreign Languages and Literatures, the examination will be prepared and administered by that department.

b. If the language in question is not taught by the Department of Foreign Languages and Literatures, the Registrar's Office will seek to find and will administer a suitable nationally standardized examination. The 40th percentile will be the minimum passing score. If such an examination is not available, the student must find other means of satisfying the foreign language requirement.

**4.** Foreign students may present their native languages for purposes of meeting the Bachelor of Arts requirement. Completion may be verified by the Registrar's Office by reviewing appropriate official transcripts of work completed elsewhere. If this is not possible, students must follow requirements listed in 3.b above.

### Honors Policies

A student may graduate with University honors as determined by the College of Liberal Arts faculty. These are designated as *summa cum laude* (with highest honors), *magna cum laude* (with great honors), and *cum laude* (with honors).

Transfer students will be considered for University Honors based on the academic record they have established at Willamette, provided such a record is supported by the quality of work which they have completed at other institutions of higher learning and that they have completed 11 graded credits at Willamette at the time of Honors consideration. The level of Honors for which a transfer student qualifies cannot be raised on the basis of work transferred from other institutions.

A student may graduate with distinction in the major field of study by distinguished completion of a thesis, research project,

performance, or creative exhibition and by attainment of a cumulative Grade Point Average for courses within the major as prescribed by the major program faculty.

A student may be named to the College Honors List for any semester during which the student's Grade Point Average was 3.75 or better. The Honors List is widely published and a notation of this achievement is made on the student's transcript.

### Academic Regulations

#### Registration

Students whose applications for admission have been accepted, register on the dates designated in the catalog (see Calendar, p. 92). A late registration fee of \$5 for the first day and \$1 for each class day thereafter is charged students who do not complete registration (including initial fee payment) by 4 p.m. on the last regular registration day.

The normal program at Willamette includes four credits per semester. Each credit is equivalent to four semester hours or six quarter hours. A student may register for up to 4-1/2 credits without extra charge.

Any undergraduate student in good academic standing, who is making normal progress toward an undergraduate degree, is eligible to register for more than 4-1/2 credits with the concurrence of an adviser. Students not meeting these criteria must petition the appropriate committee for approval of an overload. Petition forms are available in the Registrar's Office.

A student is required to attend class until he/she is officially dropped. Forms for withdrawal may be secured from the Registrar's Office. If a student fails to withdraw officially, the grade in any course which he or she discontinues becomes an "F."

A semester grade of "F" is given if a student withdraws for any reason, other than serious illness, from a course later than the time prescribed by the Academic Calendar unless the student has been granted advance permission to withdraw by the Academic Status Committee.

The University reserves the right to discontinue any class for which the enrollment is insufficient.

#### Class Attendance

Class attendance is subject to the following guidelines:

**1.** Students are expected to attend classes.

**2.** Instructors set the specific attendance standards for their own classes.

**3.** Irregular attendance may impair students' progress and therefore be reflected in their grades. Faculty members should inform students about attendance requirements at the beginning of each semester. If such is not done, students should feel obliged to request this information from their instructors.

#### Grading Policy

The following grades will be given for credit (grade point equivalent shown in

parentheses): A (4.0), A minus (3.7), B plus (3.3), B (3.0), B minus (2.7), C plus (2.3), C (2.0), C minus (1.7), D plus (1.3), and D (1.0). The F grade (0.0) will not be granted credit but will be computed in the grade point average.

**1.** The grade of A will denote excellent performance.

**2.** The grade of B will denote good performance.

**3.** The grade of C will denote satisfactory performance.

**4.** The grade of D will denote below standard performance.

**5.** The grade of F will denote failing performance.

**6.** The grade of CR (credit), used in those courses designated by the faculty (courses with zero for a second digit) or those courses selected by students on the Credit/No Credit option, will be granted credit toward the degree but will not be computed in the GPA. The grade of NC (no credit) will not be granted credit and will not be computed in the GPA. In those cases where students select this option, reported final grades of C minus or better will be converted to CR, and grades of D plus or lower will be converted to NC.

**7.** The grade of W will stand for Withdrawal and is given at the request of either the student concerned or the instructor of the course. No credit will be granted toward a degree and the W grade will not be computed in the GPA. The final date to drop a class in order to receive a grade of W, at the instigation of either the student or the instructor, will be the tenth Friday of the semester for full semester and second half semester courses and the fifth Friday of the semester for the first half semester courses. Withdrawal after these dates will be possible only if the student successfully petitions the Academic Status Committee.

**8.** The grade of I will stand for Incomplete. This grade may be given only in cases of illness or for certain other exigencies verified through the Health Center and must be made up during the next 30 days of residence. This deadline may be extended only if the student successfully petitions the Academic Status Committee. All grades of I will be accompanied by a contingency grade, in the computation of which the instructor has considered work not completed as a zero or an F. If the Registrar does not receive a new final grade from the instructor by the I grade deadline, the contingency grade will be recorded as the final grade.

**9.** The grade of T will stand for Incomplete in those cases where the instructor determines there are legitimate reasons, other than health, to grant the student an extension of time. Like the grade of I, the grade of T must be made up during the next 30 days of residence. This deadline may be extended only if the student successfully

petitions the Academic Status Committee. All grades of T will be accompanied by a contingency grade, in the computation of which the instructor has considered work not completed as a zero or an F. If the Registrar does not receive a new final grade from the instructor by the T grade deadline, the contingency grade will be recorded as the final grade.

**10.** The grade of Q will denote those rare cases (usually in advanced seminars and independent study) when a continuing project for legitimate reasons must be extended beyond the end of the semester and perhaps through the following semester. Prior to the assignment of the Q grade, the instructor must submit written notification to the Dean of the College indicating the reason for use of this grade.

### **Credit/No Credit**

Students desiring to do so will sign up for Credit/No Credit courses in the following manner: All students will register for all courses in the regular fashion. Within the *first ten* school days of the semester, any eligible student who wishes to exercise the Credit/No Credit option may do so by filing an appropriate form with the Recorder. Except for courses that begin after mid-semester, this form may not be withdrawn or amended after the first ten school days of the semester. For those courses that begin after mid-semester, Credit/No Credit forms may be filed during the first ten days following the mid-semester date, but the forms may not be withdrawn or amended thereafter.

After the Credit/No Credit forms are filed, and for the remainder of the semester, they shall be considered as privileged information. The Recorder may not reveal their existence to the instructor concerned or to anyone else. At the end of the semester, instructors will turn in letter grades in the usual fashion. The Recorder will then change the letter grade to a CR or a NC in the appropriate cases.

Full-time students may take only one credit per semester on a Credit/No Credit basis. (This does not include courses which have been designated exclusively for Credit/No Credit grading.) Credit (CR) is equivalent to grades of A through C minus. No Credit (NC) is equivalent to grades of D plus and below. CR grades will count as part of the 31 satisfactory credits required for graduation, but CR grades are not computed in the grade point average.

To be eligible to take courses on a Credit/No Credit basis, a student must be a full-time student in good academic standing and must have successfully completed three credits at Willamette University during the previous semester. A student may not take more than one credit's worth of Credit/No Credit per subject field.

### **Policy on Academic Achievement**

At the conclusion of each semester, the academic records of all students working for an undergraduate degree are reviewed by the Academic Status Committee, a standing committee of the undergraduate faculty. In the cases of students who are not working up to expectations, the committee determines whether an individual student is: (1) *warned* about academic progress; (2) placed on *academic probation*; or (3) *dismissed* for academic insufficiency.

The criteria used in these determinations include the following academic deficiencies:

1. Semester GPA below 2.00.
2. Cumulative GPA below 2.00.
3. Completion by a full-time student of less than 3 credits.
4. Serious academic difficulty as determined by the Academic Status Committee.

### **Academic Progress Information**

Normal progress requires that a student complete a minimum of three credits during the preceding semester and complete sufficient credits toward an undergraduate degree according to the following schedule: three credits completed by the end of the first semester, four credits completed for each subsequent semester for a total of:

- Seven credits completed by the end of the first year;
- 11 credits completed by the end of the third semester;
- 15 credits completed by the end of the second year;
- 19 credits completed by the end of the fifth semester;
- 23 credits completed by the end of the third year;
- 27 credits completed by the end of the seventh semester;
- 31 credits presented for graduation at the end of the fourth year.

### **Academic Probation**

If academic performance falls well below expected achievement, a student will be placed on Academic Probation. If placed on probation, the student is:

1. Ineligible to represent Willamette University in any public performance;
2. Ineligible to hold any campus office;
3. Subject to review of his/her financial aid status (if receiving aid from the University) by the Director of Financial Aid;
4. Subject to eventual dismissal if the academic record continues to be below expected achievement.

Students placed on probation should see their academic advisors as soon as possible in order to review their curricular, co-curricular, and extra-curricular activities.

### **Academic Dismissal**

If academic performance warrants academic dismissal, the student is: (1)

ineligible to apply for readmission to Willamette for two subsequent semesters (note: eligibility to reapply does not guarantee readmission); and (2) encouraged to seek counsel with members of the Willamette faculty or staff to discuss educational goals.

### **Transcripts**

One official transcript or record will be issued without charge by the Registrar. Subsequent requests require a fee of one dollar for each transcript unless more than one is ordered at a time, in which case a charge of fifty cents for each additional transcript will be made. All requests must be confirmed in writing by the student.

### **Course Listings and Numbering**

Each course is valued at one credit unless otherwise noted in parentheses following the course title. The faculty reserves the right to add and to delete courses, to make changes in course content, and to make other curricular changes at any time.

Course numbers are an indication of the relationship of the course to the total College of Liberal Arts curriculum. Courses are numbered according to this scheme:

- 001-019** Remedial courses or courses which receive no college credit.
- 020X-099X** Activities courses. No extra fees charged if addition of one of these courses constitutes an overload.
- 100-299** Courses generally suitable for freshmen and sophomores.
- 300-495** Courses generally suitable for juniors and seniors.
- 496-499** Senior year experiences.

Within these last three categories, the last two numbers differentiate types of courses as follows:

- 00-09** Course must be graded Credit/No Credit.
- 10-19** Course satisfies some area of the Part A requirement of the General Education Program.
- 20-29** Course satisfies part of the Part B requirement of the General Education Program.
- 30-59** Course is a regular departmental offering, usually part of the major program.
- 60-89** Private music lessons. Otherwise, general courses in areas not offering private lessons.
- 90-93** Independent study courses.
- 94-95** Internships.
- 96-99** Senior seminars or other senior year experiences.

# General Education Program

The General Education Program is required of all candidates for graduation. In place for the first time in Fall, 1981, the General Education Program has grown out of several years of faculty/student/administration planning and has been carefully designed to provide the best in general liberal arts training. The division of GEP requirements between discipline-based inquiry (5 credits) and integration of knowledge (2 credits) allows students to familiarize themselves with the many dimensions of liberal education.

Each student, working with a faculty advisor, is encouraged to design an individual general education program which possesses overall coherence and reflects the student's special interests and objectives. Students should complete a majority of their general education program courses prior to the junior year.

## Part A: Discipline-based Areas of Inquiry

The *discipline-based courses* stress the distinctive modes of thinking and analysis of each disciplinary field. As the list below indicates, the student has within each of the five discipline areas a wide range of options by which to fulfill the requirement, but each option will provide an equivalent response to the criteria for that area. Students must earn one credit from *each* of the following areas for a total of five credits:

### Fine Arts

*Course criteria:* **1.** to develop critical insight into the creative process as practiced in the fine arts; **2.** to consider how the fine arts heighten awareness of moral and aesthetic questions; and **3.** to create an awareness of the capacity of the fine arts both to reflect and to initiate change in the fundamental assumptions of civilizations past and present.

*Courses which meet the Fine Arts requirement* (See appropriate major program statements for course descriptions):

- Art 111:** Drawing and Composition
- Art 112:** Color and Composition
- Art 113:** Fundamentals of Design
- Art 114:** Structural Design
- Art 215:** Survey of Art History: Prehistoric through Romanesque
- Art 216:** Survey of Art History: Gothic to Modern
- English 215:** History of the Cinema (Prerequisite: English Proficiency)
- ISA 111:** Human Creativity: The Fine Arts

**Music 112:** Introduction to Music Literature and Practicum (Auditions necessary)

**Music 114:** Musica Viva

**Music 116:** Understanding Opera

**Music 210:** The Music of America

**Music 219:** The Age of Beethoven

**Theatre 110:** The Theatre: A Contemporary Introduction

**Theatre 112:** Costume and Dress Through the Ages: Pre-Christian to the Present

**Theatre 215:** Major Forms of Drama

**Theatre 216:** Modern Trends in Drama

### Humanities

*Course criteria:* **1.** to provide training in the analytical methods of disciplines which study civilization and culture from the viewpoint of the humanities; **2.** to present critical perspectives about cultural assumptions and experiences through examination of major philosophies, religions, historical developments, and cultural achievements of civilizations; **3.** to develop student capacities for making effective personal decisions through consideration of value choices and moral issues which civilizations have faced.

*Courses which meet the Humanities requirement* (See appropriate major program statements for course descriptions):

- History 115:** Western Civilization to 1715
- History 116:** Western Civilization, 17th Century to the Present
- History 210:** Topics in United States History: Early Period
- History 211:** Topics in United States History: Later Period
- ISA 110:** Great Ideas of the Western World
- Philosophy 110:** Philosophical Problems
- Philosophy 210:** Philosophy of Religion
- Religion 112:** History of Christianity
- Religion 113:** Introduction to Old Testament Studies
- Religion 115:** Introduction to the Study of

Religion

**Religion 214:** Religion in America

### Literature

*Course criteria:* **1.** to provide training in analysis of literary works; **2.** to examine the creative and aesthetic dimensions of cultures as reflected in their great works of literature; and **3.** to consider how literature heightens awareness of moral and aesthetic questions.

*Courses which meet the Literature requirement* (See appropriate major program statements for course descriptions): All English courses have a prerequisite of English Proficiency.

**English 210:** Foundations of Literature

**English 211:** American Literature from the Beginnings to 1860

**English 212:** American Literature from 1860 to the Present

**English 213:** Survey of British Literature I

**English 214:** Survey of British Literature II

**English 219:** Imaginative Literature

**French 314:** Introduction to French Literature

**German 314:** Introduction to German Literature

**Japanese 314:** Japanese Literature in Translation

**Literature 110:** Masterpieces of World Literature

**Literature 210:** The Modern Temper in Literature

**Literature 212:** Style and Conflict in Modern Literature: Camus and His Legacy

**Religion 114:** Introduction to New Testament Studies

**Religion 116:** Introduction to Major Religious Texts

**Religion 216:** C.S. Lewis and the Religious Imagination

**Russian 411:** Russian Literature: Modernism and Revolution

**Spanish 314:** Introduction to Spanish Literature

**Spanish 413:** Spanish American: Modernismo: Early 20th Century

### **Natural Science**

*Course criteria:* **1.** to provide training in the processes of scientific validation and proof; **2.** to examine major scientific discoveries, historical developments and theories which have influenced perceptions of nature; **3.** to explore the role of scientific knowledge and imagination in the evolution of civilization; and **4.** to consider the uses and applications of science in society, and the value implications of how we choose to use scientific discoveries.

*Courses which meet the Natural Science requirement* (See appropriate major program statements for course descriptions):

**Biology 110:** Principles of Biology

**Chemistry 110:** Chemical Concepts and Applications

**Chemistry 115:** Introductory Chemistry I

**Earth Science 110:** Physical Geology

**Earth Science 112:** Physical Geography

**Physics 210:** Astronomy

**Physics 213:** Light and Color

**Physics 215:** Introductory Physics

**Psychology 210:** General Experimental Psychology

### **Social Science**

*Course criteria:* **1.** to provide training in the analytical methods of the social or behavioral sciences; **2.** to develop increased capabilities for effective and responsible citizenship through analysis of the social, political and economic processes by which societies function; and **3.** to consider the value questions which are inherent in issues involving tensions between individual freedom and social responsibility.

*Courses which meet the Social Science requirement* (See appropriate major program statements for course descriptions):

**Economics 110:** Contemporary Economic Issues

**Political Science 110:** American Politics

**Political Science 111:** Survey of Politics: Freedom and Authority

**Political Science 112:** Politics and the Challenge of Scarcity

**Political Science 113:** Survey of Political Philosophy

**Political Science 114:** Survey of Politics: War and Peace

**Psychology 110:** Introduction to Psychology

**Sociology 110:** Principles of Sociology

**Sociology 111:** Introduction to Anthropology

deal with knowledge drawn from diverse perspectives, in order that students may have experience in perceiving relationships and in applying the results of inquiry and analysis to personal and societal problems. Courses focus on the process of using and integrating knowledge to develop critical thinking, informed judgment, and sensitivity to the complexities of contemporary personal and civic life. Students have a wide range of options by which to fulfill the 2-credit requirement in this part of the General Education Program, but each option will provide an equivalent response to the criteria for this area.

*Course criteria:* **1.** to develop appreciation for the interrelatedness of knowledge from a variety of liberal arts disciplines; and **2.** to focus on the process of integrating and using knowledge in making value judgments and ethical decisions in one's personal life and in functioning as an informed, responsible citizen in a world of increasingly complex and interdependent societies.

*Courses which meet the Integration and Use of Knowledge requirement* (See appropriate major program statements for course descriptions):

**Chemistry 220:** Environmental Chemistry (Prereq: CHEM 115)

**Computer Science 220:** Computers in Modern Society

**English 223:** Film Genre and Authorship

**English 320:** Mysticism and Creativity

**English 322:** Blake and Rossetti: Nineteenth Century Literature

**Envr 220:** Environmental Systems Under Stress

**Sociology 112:** Sex Roles in Society

**Sociology 113:** Environmental Sociology

**Sociology 114:** Race and Ethnic Relations

### **Part B: Integration and Use of Knowledge**

The *integration and use of knowledge courses* are, as their name implies, designed to cross disciplinary lines and to

**Envr 320:** Environmental Ethics

**Envr 426:** Senior Seminar in Environmental Science

**History 420:** Henry Adams and the Historical Consciousness (Prereq: Hist 341 or consent of instructor)

**History 421:** Expatriates and the National Experience (Prereq: Hist 341 or consent of instructor)

**ISA 120:** Science and Society

**ISA 121:** Seminar on Women and Art

**ISA 122:** Visual Thinking: An Approach to Problem Solving

**ISA 125:** Theories and Techniques of

Human Interaction

**ISA 220:** Art and Society in Germany and Austria in the 20th Century

**ISA 221:** Ethnobotany: Plants and People

**ISA 222:** Environment and Behavior

**ISA 223:** Introduction to Global Perspectives

**ISA 225:** Field Studies in Hawaii

**ISA 227:** Human Sexuality

**ISA 321:** Studies in Florence and Rome

**ISA 322:** Women, Culture and Society

**ISA 323:** Agriculture, Energy, and World Equity

**ISA 325:** Contemporary Cultures of the Northwest

**ISA 327:** Language and Power

**ISA 422:** Modern Arts Seminar: Nature and Human Nature

**ISA 429:** Seminar: The Idea of Progress

**Philosophy 121:** Applied Philosophy

**Philosophy 323:** Philosophy and the Arts

**Political Science 320:** Politics, Economics, and Planning

**Political Science 324:** Political Systems of Developing Countries

**Political Science 421:** Seminar in International Relations

**Psychology 225:** Adaptive Lifestyles

**Religion 320:** Religion and Science

**Religion 420:** The Bible in the American Tradition

**Sociology 325:** Life Cycle: Childhood and Adolescence (Prereq: An entry level sociology course)

**Sociology 326:** Life Cycle: Adulthood and Aging (Prereq: An entry level sociology course and one course in psychology)

**Speech Communication 220:** Persuasion, Propaganda, and the Mass Media

**Speech Communication 320:** Mass Media and Society

**Speech Communication 321:** American Public Address

Students successfully completing one of Willamette University's foreign study programs (Paris, Japan, London, Xiamen, Guadalajara, Salamanca, Munich) will be officially acknowledged on their requirement summary as having met one-half of the Part B requirement for graduation. (The experience will not count as credit beyond coursework, but will serve to meet one-half of the Part B requirement.)

In meeting the Part B requirement, a student may a) include no more than one credit from a single subject field (ISA is not a subject field) and b) include no more than one credit taken from the same instructor (does not apply to team-taught ISA courses).

## Programs of Special Interest

### **Interdisciplinary Freshman Program**

Included in the offerings of the Integrative Studies Area and of special interest to

first-year students are four interdisciplinary seminars: ISA 110: Great Ideas of the Western World; ISA 111: Human Creativity;

The Fine Arts; ISA 120: Science and Society; and ISA 122: Visual Thinking: An Approach to Problem Solving.

Offered both semesters, these courses are staffed by faculty from a number of Humanities, Science, Social Science, and Fine Arts disciplines.

The seminar goals are to explore questions of the enduring values of human civilization, to expose students to great works of philosophy, art, literature, and culture, and to help students attain competency in skills of reading, writing, calculating, and reasoning.

#### **Minority Studies**

An emerging study opportunity at Willamette is the College's growing number of courses which focus upon subject matter and issues related to the experiences of minority peoples in American society. These courses are designed both to address the liberal education needs of all Willamette students and to respond to interests of the University's minority student population. Among these are: His 330: Survey of African History; His 331: Afro-American History; ISA 130: Minorities Seminar; Soc 114: Race & Ethnic Relations; Soc 231: Amerindians of North America; SpCom 230: Intercultural Communication.

#### **Senior Year Studies**

Cognizant that academic experiences for seniors which integrate and apply four years of study are equally as important as meeting the general education needs of freshmen, the College has developed a number of interdisciplinary senior seminars in recent years, and expanded internship and other off-campus study opportunities for seniors. Seminars have been offered recently on issues such as alternative futures, energy, world food problems, minorities, and human adaptation to change. An interdisciplinary senior seminar in the Humanities is offered each spring. Included among the graduation requirements is a Senior Year Experience of at least 1/2 credit designed by individual departments. Typical Senior Year Experiences are seminars, tutorials, and independent study and research projects.

#### **Aerospace Studies (AFROTC)**

Under a cooperative agreement with the University of Portland, Willamette University students may participate in the Air Force Reserve Officers Training Corps program offered on the University of Portland campus. The purpose of the program, which is administered by the Aerospace Studies faculty at the University of Portland, is to select and train students to serve as officers in the United States Air Force. Air Force ROTC offers to men and women a two-year and a four-year program, both of which lead to an Air Force commission. Students who qualify may elect to pursue either of these programs. Scholarships are available on a competitive basis for those who qualify. For more information, see the University of Portland catalog or contact the Professor of Aerospace Studies, Uni-

versity of Portland, Portland, Oregon 97203, (503) 283-7216.

### **Combined Degree Programs**

The combined degree program developed by Willamette University allows students interested in computer science, management, engineering, forestry, and elementary education to accelerate their training, and to earn degrees from two universities.

#### **Combined Degree Program in Liberal Arts and Management**

The College of Liberal Arts cooperates with the Geo. H. Atkinson Graduate School of Management in offering a 3-2 Program, through which a student can earn in five years, rather than the usual six, a Bachelor's degree in an undergraduate major and a Master of Management degree.

Under the 3-2 Program, students study for three years in the College of Liberal Arts, earning at least 24 credits and completing most (in some cases, all) of their required courses for their major during that time. The actual number of required courses a given student needs to complete during the first three years will be determined by that student and his/her major department or program. In order to receive the baccalaureate degree upon completion of the first year of study in the Graduate School of Management, students in this program must have satisfied the College of Liberal Arts graduation requirements.

Early in the junior year, qualified students may apply for admission to the Atkinson Graduate School of Management. Satisfactory completion of the first year of the GSM Program should result in the completion of all requirements for the undergraduate degree in the students' major as delineated above. The students are then ready to complete the second, and final, year of the two-year program and receive the Master of Management degree.

#### **Admission Requirements**

Application for admission to the Master segment of the 3-2 Program is made during the first semester of the junior year. Applications are considered on an individual basis by the School's Committee on Admission. Generally, a student will be considered qualified for admission if he or she: **1.** has the written consent of the undergraduate department or program concerned; **2.** has maintained normal progress during the first four semesters of undergraduate residence and accumulated a "B" average or better; **3.** has scored 550 or above on the Graduate Management Admissions Test (which should be taken by February of the junior year); **4.** has demonstrated effective communication abilities in writing and speaking; **5.** has, or

will obtain, sufficient background in mathematics to succeed in courses required for the M.M. degree (normally up to, and often including, the first course in calculus); **6.** has completed introductory courses in economics, political science, and either psychology or sociology.

#### **Engineering**

To offer the advantages of a combined liberal arts and engineering program, Willamette University has arrangements with Columbia and Stanford Universities whereby a student may receive both a Bachelor of Arts and an engineering degree in five years. A six-year combined program results in a Bachelor of Arts degree and a Master's degree in engineering.

After three years in residence at Willamette, during which time the student satisfies most requirements for a Bachelor of Arts degree and takes prescribed courses in chemistry, physics, and mathematics, he or she may qualify for transfer to Columbia University or Stanford University. At either of these engineering schools, the student spends two years in any one of the several curricula in engineering; at the end of five years, he or she will receive the Bachelor of Science in engineering from Columbia or Stanford and the Bachelor of Arts degree from Willamette University.

Another arrangement is possible with the engineering school of Columbia University on a four-two basis. Under this plan a student completes the bachelor's degree with a major in chemistry, physics, or mathematics at Willamette University before taking the two years of engineering work. The student then receives the Master of Science degree from Columbia University. This plan is available only in certain fields of engineering. Information concerning the engineering program may be obtained by consulting Professor Daniel Montague of the Physics Department.

#### **Computer Science**

This degree program is designed to provide an undergraduate degree from Willamette University and a Master's Degree in Computer Science from the University of Oregon or the Oregon Graduate Center. The student spends the first three years of the program at Willamette completing an approved major program (any but the major in Computer Science/Mathematics may be approved) together with liberal arts requirements for graduation. The next two years are spent at the University of Oregon or the Oregon Graduate Center. Seven credits are transferred to Willamette to fulfill the undergraduate degree requirements. Upon completion of the requirements for the Master's degree, both the undergraduate and graduate degrees are awarded.

Students take a substantial part of their computer science and mathematics work at Willamette. They complete the required

Computer Science courses at the University of Oregon or the Oregon Graduate Center. This program is ideal for the student who desires a career in the computing field. It prepares the student to enter the field at a high level and ensures a coherent program of study.

### **Forestry**

Willamette University has an agreement with Duke University School of Forestry which enables students who plan to follow a career in forestry to enroll at Willamette University for three years and to attend Duke University for two years. At the end of the five-year period, two degrees are awarded — the bachelor's degree from Willamette, and the Master of Science in Forestry from Duke. Students interested in this program should contact Dr. Scott Hawke of the Biology Department.

### **Elementary Education**

The combined degree program between Willamette and Western Oregon State College leads to a Bachelor of Arts degree or a Bachelor of Science degree in an academic area at Willamette, and a B.A. degree or a B.S. degree and certification in elementary education at Western Oregon State College. Located 15 miles from Salem, in Monmouth, Oregon, Western Oregon State College is a medium-sized state college with an outstanding curriculum in elementary education.

Under the combined degree program, a student would spend fall semesters at Willamette during the freshman, sophomore, junior, and senior years; spring semesters at Willamette during the freshman and sophomore years; and winter and spring quarters at Western Oregon State College during the junior and senior years.

Students interested in this option must plan their total college years very carefully and should contact Dr. Joanne B. Engel of the Education Department early in their freshman year.

### **Off-Campus Study**

Willamette University is justifiably proud of the opportunities provided in its curriculum for foreign study and for off-campus intern experiences. Foreign study offers a dimension of liberal education that no on-campus experience can duplicate. Internship experience provides a significant means of applying and testing the theories and analytical skills learned in the classroom.

### **Foreign Study**

The College of Liberal Arts is committed to foreign study programs that have significant ties with the curriculum. On-campus pre- and post-study opportunities strengthen the foreign study experience by enhancing the background students take with them to the foreign experience and allowing them upon their return to the campus to follow up their semester abroad

with related studies.

In the 1986-88 period, the following Willamette University sponsored foreign study programs will be available:

### **Willamette Semester in Japan**

Fall 1987/Fall 1989

Since 1965, Willamette University has enjoyed a sister college relationship with the International College of Commerce and Economics (usually referred to as ICC) in Kawagoe City, Japan, located about an hour by train from the heart of Tokyo.

Every fall semester in odd-numbered years, 20 to 25 Willamette students and a Willamette professor enjoy a semester of study on the ICC campus. The curriculum includes courses in Japanese language, history, culture, and politics. Although the courses are taught in English, students are expected to study Japanese for at least a year before going on the program.

As well as incorporating this solid academic experience, the Japan semester allows students the opportunity for wide exposure to the Japanese culture. Students live with Japanese families as members of their households and are introduced to other aspects of the culture through such program excursions as those to industrial plants, famous religious shrines and temples, and a Shinkansen ("Bullet Train") to Kyoto and Hiroshima with side trips by bus to Nara and other nearby points of interest.

The Japan program is further enhanced by our reciprocal arrangements with ICC. Each Spring, 25-30 ICC students attend a special seven-week session on our campus, studying the English language and facets of the American culture and living in the residence halls with the Willamette students. This exchange of students on a regular basis has fostered many lasting friendships among students and faculty. Over the years the ties between the colleges have thus become very strong and lend this program a unique distinction.

### **Willamette Semester in France**

Spring 1986/Spring 1988

The French program is a language program. Courses are taught in French, and students going on the program must have completed two years of college French or the equivalent. Since Spring 1982, the program has been situated in Paris. It is a self-contained program in that Willamette hires French professors and rents classroom space exclusively for its own use. Approximately 25 Willamette students study under the directorship of a Willamette faculty member and live with French families.

The curriculum of the French program includes courses in French language, culture, history, literature, and politics. The program takes advantage of its location to explore other facets of the French culture as these are offered in the museums, galleries, theatres, and general

environment of Paris.

### **Semester in London**

Fall and Spring 1986/1987/1988

In a consortium arrangement with Whitman College, the University of Puget Sound, Pacific Lutheran University, and Gonzaga University, Willamette sponsors a program every semester in London. Approximately 30 students attend this program each semester, seven or eight of whom are from Willamette. The program is self-contained in that the consortium rents classroom space from the University of London and hires British professors to teach the group. Emphasis is on absorption of the British culture with courses in literature, politics, art history, and history especially designed to take advantage of the London setting.

Students live with British families and have opportunities for group field trips and excursions. Unlimited access to London is made possible through the inclusion of a London Transport "ride-as-you-please" pass as part of the program fee. In place since 1975, the London Program is a highly successful and popular one.

### **Year in Munich**

1986/1987/1988

Willamette students join students from Lewis and Clark College and Reed College for a year's study at the University of Munich. The program, taught in German, includes courses in German language, culture, and civilization. Students may also enroll in regular courses at the University of Munich. Approximately six Willamette students with strong backgrounds in the German language take advantage of this program every year.

### **Semester in Spain**

Spring 1987/Spring 1989

Willamette, along with the same consortium that offers the London Program, offers a program in Spain at the University of Salamanca in alternate springs. Dating from the 13th Century, the University of Salamanca is one of Europe's oldest and played a prominent part in the great tradition of the medieval European university. Salamanca is located in northwestern Spain, about 107 miles from Madrid.

The program in Spain is a language program, requiring two years of college Spanish or the equivalent with courses taught in Spanish. Students will enhance their introduction to Spanish culture by living with Spanish families and will have the added advantage of access to various facilities of the University.

### **Semester in Mexico**

Tentatively scheduled Fall 1986/Fall 1988

To increase understanding of our Latin-American neighbors and to strengthen ties with Mexico, Willamette sponsors a semester program at the University of Guadalajara. Founded by the Spanish in about 1542, Guadalajara is the capital of

Jalisco and the second largest city in Mexico.

This cultural program will be conducted in English and is open to students who have completed at least one year of college level Spanish. Students will live with Mexican families and will have the opportunity for field trips and excursions to points of cultural and historical interest.

#### **Month in China**

Summer 1986, 1987, 1988

Willamette's newest foreign study option is the result of our newly negotiated sister college relationship with Xiamen University in the Fujian Province of The People's Republic of China. Several students and a Willamette faculty member will travel to China each summer for a month of study and cultural exchange. The arrangements also include regular visits of Chinese faculty and students to the Willamette campus, allowing students further opportunities to practice their language skills and expand their cultural awareness.

#### **Post-Sessions**

Professors at Willamette frequently offer month-long, off-campus programs following the end of the school year. In the past, these programs have been held in such locations as Hawaii, the American Southwestern deserts, and Florence, Italy. We anticipate that similar programs will be available in the 1986-88 period. Students may earn one academic credit on a post-session program.

#### **Domestic Off-Campus Study**

Willamette University recognizes the United Nations Semester Program and the Washington Semester Program as Willamette courses. Students may earn three to four Willamette credits from each program.

*U.N. Semester:* Sponsored by Drew University in Madison, New Jersey. Seminars on the United Nations are held at both the Drew campus and in New York City. The program includes supervised research projects on topics of student choice and has as prerequisites sophomore standing and at least one course in international relations.

*Washington Semester:* Sponsored by American University in Washington, D.C. Seminars are held on different aspects of American government and students hold internships in government or legislative offices. Supervised independent research projects are included. Prerequisites are second semester junior standing, a course in American Politics, and evidence of advanced work in political science.

Information about the programs is available through the office of the Associate Dean of the College.

#### **Internships**

In addition to off-campus studies located at some distance from the home campus,

Willamette also has a well-developed ongoing program of internships. Many of the University's academic departments cooperate in these programs, which take full advantage of Willamette's location in Oregon's state capital. Internships normally offer one credit and are taken as part of the student's regular academic load.

Interns are regularly placed with agencies of the Oregon state government and the Salem city government; with the Oregon State Legislature; and in such facilities as the Oregon School for the Blind, the Oregon State Hospital, and the Salem Public Schools. Majors in economics, political science, sociology, and psychology most frequently enter internships; but speech majors often intern with local radio and television stations, English majors interested in journalism with the local newspaper, physical education majors with parks and recreation programs, and others in a variety of settings. In short, almost any student who would like an intern experience can find a suitable one within the curriculum.

Note: Prior to setting up an off-campus study program, students should check carefully with their major departments to determine how such study will fit in with major requirements. The Registrar and the Associate Dean of the College can supply information about the transfer of credits, etc.

## **Graduate Study Opportunities**

### **Business Management**

Each year a relatively large number of Willamette graduates enroll in graduate programs in business management at universities in all sections of the nation. It is also quite common for Willamette graduates to embark on business careers without additional formal academic work. The Willamette liberal arts program prepares students well for either eventuality.

The most popular major for careers in public or private management is business economics. It is possible to tailor sequences of economics courses to individual needs and objectives. In addition to majors in economics and business economics, many other majors have relevance to business careers in view of the broad perspective and basic analytical and communication skills necessary for success in management.

### **Dentistry**

A student planning to enter dental school will follow essentially the same program outlined under Medicine. It is possible to be admitted to a dental school upon the completion of 22-1/2 credits. Ordinarily, a student planning to enter dental school will complete all the requirements for the Bachelor of Arts degree prior to admission.

### **General Graduate Study**

Graduate schools frequently require that basic courses in the chosen field of study be pursued on an undergraduate level. Most graduate schools have a language requirement which must be met before the student may become a candidate for an advanced degree. A reading knowledge of one modern language is often required for a Master of Arts degree, and two languages for a Ph.D. degree. All candidates for graduate work should have demonstrated outstanding ability as students, including successful completion of the Graduate Record Examination.

A recent study of undergraduate origins for Ph.D.'s, which compared Willamette with approximately 1000 other small, liberal arts colleges, showed that Willamette ranked in the top 7 percent nationally in terms of alumni who achieved that advanced degree.

### **Government Service**

Students wishing to pursue graduate studies in government are encouraged to take courses which emphasize research and writing, in addition to those that develop an understanding of the political, economic, legal, and managerial factors involved in governing municipalities, regions, and the state. As supplements to their interdisciplinary classroom work, qualified students are encouraged to take advantage of the convenient and diverse research and internship opportunities afforded by Willamette University's proximity to the State Capitol and the city's downtown area.

### **Journalism**

Students who are interested in careers in journalism are advised that a liberal arts program with a regular academic major or a strong area of specialty (i.e., business and finance, the sciences, the arts, politics of third world countries, etc.) is the best preparation. Excellent writing and speaking abilities and analytic and research skills are crucial. Students are also strongly encouraged to take advantage of the internships with the media which are available. Such experiences have included work with local newspapers and radio stations, internships with Portland television stations covering the State Legislature, and employment with Willamette's own campus publications and the University News Bureau.

### **Law**

The completion of the undergraduate liberal arts program with a bachelor's degree and a record of excellence is the best preparation for the study of law. For additional information about pre-law activities at Willamette, see the section entitled College of Law (p. 16).

### **Medical Technology**

Willamette offers all the basic courses required for admission to accredited

schools of Medical Technology. The student should complete four credits in Biology (one in Microbiology), four credits in Chemistry, and one credit in Mathematics. The pre-medical advisor should be consulted for suggestions of the most appropriate courses.

#### **Medicine**

A student planning on admission to medical school should consult the pre-medical advisor and admission requirements of the medical schools of his or her choice. The following are suggested as minimum preparation for admittance to most medical schools: Biology 110 (Principles of Biology) or Biology 140 (Organismal Biology); Biology 233 (Genetics); one or more of the following highly recommended: Biology 230 (Microbiology), Biology 346 (Comparative Vertebrate Morphology), Biology 446 (Embryology), Biology 466 (Cell Biology). Four credits in chemistry including Chemistry 115 and 136 (Introductory Chemistry I and II) and Chemistry 271-272 (Organic Chemistry I and II). Two credits in Mathematics and two credits in Physics are also to be completed.

#### **Ministry and Religious Service**

Students who plan to attend theological schools to prepare for the parish or other specialized ministries should take diversified courses covering as many areas of learning as possible. Completion of a B.A. degree in any of the humanities is recommended.

#### **Nursing**

Willamette provides courses for those seeking careers in nursing. Course requirements for admission to the University of Oregon Nursing School may be met in one year by taking eight credits which should include two credits in chemistry, one credit in biology, one credit in anthropology, and one-half credit in nutrition. In addition, students are advised to take courses in literature, speech, and the social sciences. Two semesters of physical education activity courses are required.

A student wishing to attend another nursing school should check the specific requirements of that school.

#### **Physical Therapy**

Specific courses to satisfy requirements for entrance into a physical therapy program vary. A Physical Education or Biology Department faculty member should be consulted for further information.

#### **Social Service and the Help Professions**

Students interested in a career in social work should plan to complete a program of graduate training. The Department of Sociology offers courses relevant to programs of study leading to careers in social service. The University is fortunate to be located in the immediate vicinity of various state agencies. Selected students,

particularly in the social sciences, gain practical knowledge of research techniques while at the same time achieving credit toward graduation.

#### **Teaching**

Academic requirements necessary for a certificate to teach in secondary schools may be found in the Education Department, under Teacher Preparation, p. 29.

#### **Veterinary Medicine**

A student planning on admission to veterinary school should consult the pre-veterinary advisor and admission requirements of the veterinary schools of his or her choice. The pre-veterinary program at Willamette is essentially the same as the program outlined under medicine.

### **College of Law**

Established in 1883, the Willamette University College of Law was the first in the Pacific Northwest. In 1967, the College of Law moved into the Truman Wesley Collins Legal Center. The College of Law has been on the approved list of the American Bar Association since 1938 and is a 36-year member of the Association of American Law Schools. Graduates receive a Doctor of Jurisprudence degree (J.D.) and are eligible to take the bar examination in any of the 50 states and in the District of Columbia.

The College of Law is justifiably proud of a long and distinguished record and numbers many of the Northwest's prominent jurists and attorneys among its graduates. Although the College of Law has a solid general curriculum, it is particularly proud of its offerings in Trial Practice, Tax, and Labor Law.

A fairly large number of Willamette's undergraduates are interested in the possibility of law as a career and plan to attend a law school after graduation. For these students, there is no preferred undergraduate degree program, but the development of certain skills is strongly advised. Specifically, students interested in the study of the law should have solid training in English composition, for the ability to express oneself concisely and clearly is essential in legal studies. Also recommended are courses that require abstract thinking and the application of facts to new situations. Courses in such areas as accounting, European history, government, logic, speech, philosophy, literary criticism, and political theory help develop these skills. The Political Science Department offers the following courses directly concerned with the law: PoliSci 334: Law and Public Policy; PoliSci 432: Constitutional Law; PoliSci 433: Civil Liberties.

In the College of Liberal Arts, there is a pre-law society through which students examine different facets of the law, meet

with law students, and invite guest speakers to campus to discuss legal developments. A member of the Political Science Department acts as pre-law advisor and has available a file of law school catalogs and pre-law handbooks.

Information regarding the College of Law is available upon request by writing the Office of Admissions, College of Law, Willamette University, Salem, Oregon 97301.

### **Atkinson Graduate School of Management**

The Geo. H. Atkinson Graduate School of Management offers professional education for managerial careers in business, government, and not-for-profit organizations. Unique to the Northwest, and one of only a few of its kind in the nation, the two-year program leads to the degree of Master of Management (M.M.). In offering this program, the Atkinson School goes beyond business management, beyond public management, and embraces problems, techniques, examples, and solutions drawn from governmental, non-profit and business organizations. The program is designed to produce managers who will increase productivity in government, business, and service organizations; who know how to get things done in any management setting; who recognize the importance of understanding other segments of society; and who are adaptive and innovative.

Recognizing that a core of basic skills is essential for effective management, the Atkinson School has developed a highly integrated system of required first year courses in economics, finance, accounting, organizational behavior, principles of government, quantitative methods, computer studies, and marketing. In the second year, students' programs are individually structured to fit career objectives.

The Atkinson School cooperates with the College of Liberal Arts in offering a combined degree program in Liberal Arts and Management. In this 3-2 Program, a student can earn in five years a bachelor's degree in an undergraduate major *and* a Master of Management degree. (See page 13 for additional information on the 3-2 Program.)

The Atkinson School is strategically located adjacent to the Oregon State Capitol, and to other government offices, public institutions, and non-profit associations. It maintains extensive relationships with businesses in Salem, Portland, Eugene, and other communities in the region.

Further information can be obtained by writing directly to the Office of Admissions, Geo. H. Atkinson Graduate School of Management, Willamette University, Salem, Oregon 97301.

## Section II

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### Major Programs and Course Descriptions

**“Knowledge  
joined to action —  
knowledge about  
what man has  
been and is —  
can protect the  
future.”**

*From Blackberry Winter by  
anthropologist Margaret Mead, Opening  
Days lecturer at Willamette 1977.*

# American Studies

American Studies offers an inter-area major for those students desiring a broad perspective of American society and culture. Its objective is to provide a combination of approaches to American life in order that a fuller awareness of it can be attained and that the American heritage can be evaluated in its contributions to world civilization.

A major in this area would be suitable for prospective elementary and secondary teachers, lawyers, government employees, journalists, and candidates for graduate degrees in American Studies.

A student majoring in American Studies must complete the following.

**A. Six specific courses:**

**Eng 212** American Literature from Whitman to World War II

**Hist 341** Foundations of American Thought

**Poli 110** American Politics

**Rel 214** Religion in America

**Soc 236** The American Society

**ISA 496** Seminar in American Studies

**B. Four courses in addition to A, two each from Groups I and II:**

**Group I: Humanities**

**Art 256** American Art History

**Eng 211** American Literature From Its Beginnings to the Civil War

**Eng 349** Modern American Literature

**Hist 210** Topics in US History: Early Period

**Hist 211** Topics in US History: Later Period

**Group II: Social Science**

**Econ 110** Contemporary Economic Issues

**Poli 331** State and Urban Politics

**Poli 332** American Foreign Policy

**Soc 114** Race and Ethnic Relations

**Soc 231** Amerindians of North America

**Soc 332** The Urban Community

**Soc 334** Social Stratification

**C. Three courses in addition to A and B, selected from all the courses in the American Studies curriculum:**

**Group III: Other Courses**

**Art 257** Architecture in America

**Art 258** Photography in America

**Bio 255** General Ecology

**Eng 223** Film Genre and Authorship

**Hist 337** American Colonial History

**Hist 340** United States History since World War II

**Poli 320** Politics, Economics, and Planning

**Poli 335** American Political Thought

**Soc 233** American Popular Culture

**Soc 335** Work, Organizations, and the Market Place

**SpCom 321** American Public Address

**Faculty**  
James Bjorkquist, Associate Professor of Sociology, Director.

Contributing faculty from American Literature, History, Religion, Government and Sociology.

# Art

The Art Department is committed to the broad liberal arts tradition as well as to the specific activities of creating art and studying its history. An art course taken singly can relate to virtually any other humanistic major program at the University; taken in conjunction with other art courses, it can become an element in a core of offerings that make up the departmental major in art. The goal of the Art Department is to acquaint students thoroughly with the disciplines of art and art history and to promote awareness of art's relevance to human experience.

Students majoring in Art have found their study a desirable background for careers in such fields as high school and college teaching, museum work, advertising, radio and television communications, fashion and jewelry design, architecture, and art criticism. As a liberal arts major, Art can also provide a good point of departure for careers in law, business, or government. The Art Department cooperates with

the Education Department in its program leading to a teaching certificate in secondary art education. This option should be anticipated as early as possible in the student's program.

Courses in the Art Department that fulfill the General Education Requirement are:

**Art 111** Drawing and Composition (Part A, Fine Arts)

**Art 112** Color and Composition (Part A,

Fine Arts)

**Art 113** Fundamentals of Design (Part A, Fine Arts)

**Art 114** Structural Design (Part A, Fine Arts)

**Art 215** Survey of Art History, Prehistoric Through Romanesque (Part A, Fine Arts)

**Art 216** Survey of Art History, Gothic to Modern (Part A, Fine Arts)

A student majoring in Art must complete

a minimum of eight credits in the department. Only two courses from Art 111, 112, 113 and 114 may be counted toward the eight-credit minimum. Art majors have latitude in tailoring a course of study. Most students emphasize either studio art or art history, but a fairly equal blend of both aspects of art study is also encouraged.

A student majoring in Art with an emphasis on studio work completes at least 5-1/2 credits in studio courses and two in art history (Art 216 and Art 357). The student emphasizing art history completes at least six credits in art history and at least two courses in studio (Art 111 or 113; Art 245 or 250). All majors take the course Senior Seminar and Thesis (1/2 credit) in the spring semester of the senior year. Studio seniors participate in a senior exhibition; art history seniors write a senior paper.

In addition, certain courses outside the Art Department are required for art majors. Art History emphasis majors study a foreign language (preferably German) at least through the proficiency level, thus earning a B.A. All art majors are required to take two of the following courses (in addition to the General Education course in the Fine Arts):

**English 215** History of Cinema

**English 320** Mysticism and Creativity

**English 322** Blake and Rossetti:  
Nineteenth Century Literature

**ISA 111** Human Creativity: The Fine Arts

**Music 112** Music Literature and Practicum

**Music 114** Musica Viva

**Theatre 110** The Theatre: A Contemporary Introduction

**Theatre 232** Theatre History: 1650 to Present

**Theatre 355** Fundamentals of Scene Design

Equivalent courses may be accepted for any of the above, but prior approval from the art faculty is required.

A further requirement for majors emphasizing art history is at least one credit earned in a course or courses from the following list:

**History 115** Western Civilization to 1715

**History 116** Western Civilization, 17th Century to the Present

**History 345** European Intellectual History of the 17th and 18th Centuries

**History 346** European Intellectual History of the 19th and 20th Centuries

**History 356** Greece and the Hellenistic World

**History 357** Ancient Rome

**History 359** The Renaissance

**Religion 112** History of Christianity

The minor program in Art will be made up of the following courses to be selected in consultation with the Art Department.

The Art minor consists of six credits, with a minimum of one course in Art History, and a minimum of one course in

Studio Art.

**1.** Minimum of two introductory art courses chosen from the following: Art 111-114, 215-216

**2.** Three additional credits in Art at the 200 or 300 level. Independent Projects/Study courses in Art will not apply to the minor, but may be taken in addition to the required six credits.

**3.** One credit outside the Department chosen from the following: English 215, 322, 320, ISA 111, 121, 422, Music 112, 114, Theatre 110, 232, 355

The Art Building is located on the northwest corner of the campus at State and Winter streets. Built in 1905 as a medical school and later used as the science building and then the College of Music, the building was completely renovated in 1977 for use by the Art Department. Additional refurbishing was completed in 1985. It contains an art history lecture room; studios for printmaking, painting, design, ceramics, sculpture, and drawing; the Hallie Brown Ford Gallery; faculty offices; and a student lounge. The department is well-equipped with a large slide collection and studio equipment needed to make works of art in a variety of media.

#### Faculty

Mary Ann Johns, Associate Professor, Chair  
Roger P. Hull, Professor

Carl A. Hall, Associate Professor

Robert H. Hess, Associate Professor  
James H. Hicks, Instructor (part-time)

## Course Descriptions

### 111 Drawing and Composition

Lectures and creative work in such media as pencil, charcoal and ink. Still life, landscape, and theoretical aspects of design and composition. *Fall*. Hall.

### 112 Color and Composition

Lectures and creative work in the theoretical and practical use of color in art and society; the psychology of color sensation as it relates to fine art, industry, consumer research. Work two-dimensionally with acrylics, watercolor, and pencil. *Spring*. Hall.

### 113 Fundamentals of Design

Lectures and creative work in the theoretical and practical use of the basic principles underlying the structure of the visual arts through studio practice in handling the elements of color, volume, space, line, and textures in various media. *Fall*. Hess.

### 114 Structural Design

Lectures and discussions supplement participation with various media to orient the student toward the potentials of structural compositions in the fields of design. Consideration is given to the inherent properties of various materials and how these affect the form of the design. Special emphasis in architectural design and contemporary problems leading to model

building. *Spring*. Hess.

### 215 Survey of Art History, Prehistoric Through Romanesque

Great works of art and architecture from prehistoric times through the civilizations of Egypt, Mesopotamia, Greece, Crete, Etruria, Rome and the Early Christian Era are seen in relation to cultural, geographical, and historical settings. *Fall*. Staff.

### 216 Survey of Art History, Gothic to Modern

Great works of art and architecture of Western Europe from 1200 to the present day. Emphasis on the evolution of Western culture. *Spring*. Hull.

### 230 Printmaking I (1/2)

Studio work in the fields of etching, woodcut, and wood engraving. Recommended prerequisite: Art 111 or 112. *Fall*. Hall.

### 231 Printmaking II (1/2)

Individual interpretations of graphics in the field of lithography. Recommended prerequisite: one course in art. *Spring*. Hall.

### 232 Black and White Photography (1/2)

Technical and visual aspects of shooting and developing black and white film will be pursued. Darkroom printing will address technique and composition.

Periodic student presentations and critiques of work will occur. Prerequisite: Art 111, 112, or 113 and consent of instructor. A 35mm SLR camera with a 50mm lens is required. *Every semester*. Johns.

### 235 Oil Painting (1/2)

Exploration of the medium of oil painting as a means of personal expression. Study of the historical and contemporary use of oil painting and related media. *Fall*. Hall.

### 236 Watercolor Painting (1/2)

Exploration of the medium of watercolor painting. Theoretical aspects, historical and contemporary, will be explored. Various technical approaches will be stressed with emphasis on individual expression. For beginning and advanced students. *Spring*. Hall.

### 240 Life Drawing I (1/2)

Lectures and creative studio work in drawing from the human figure. The figure's role in evolution of artistic expressions and as inspiration to the many periods in the Art of Western Man. Various media: pencil, ink, pastel. Recommended prerequisite: Art 111. *Fall*. Hess.

### 241 Life Drawing II (1/2)

Advanced studio work on color and the individual artistic interpretations of the human figure in the various media of two-dimensional art. Prerequisite: Art 240 or consent of instructor. *Spring*. Hall.

### 245 Ceramics I (1/2)

Potentialities and restrictions of using various clay bodies in three dimensional design. Handbuilding, wheel work, glaze application, and firing techniques. *Every semester*. Johns.



GATKE HALL

**246 Ceramics II (1/2)**

Intensive work with handbuilding and/or the potter's wheel. Concentration of glaze and batch calculations. Firing techniques and their influence on glazes and types of clays. Prerequisite: Art 245 or consent of instructor. *Spring*. Johns.

**250 Sculpture I (1/2)**

Basic design elements and problems in clay and plaster casting, wood, metal and other three-dimensional materials. Lectures, discussions and slides of contemporary and previous great sculptural works complement class projects. *Fall*. Hess.

**251 Sculpture II (1/2)**

Advanced design projects stressing various materials and technical procedures in sculpture, with individual structural and organizational problems assigned, to exhibit the ability to work in different media of a three-dimensional nature. Prerequisite: Art 250 or consent of instructor. *Spring*. Hess.

**253 Beginning Jewelry-Metalsmithing (1/2)**

Small, three-dimensional designs with non-ferrous metals and metalsmithing procedures. Discussion of jewelry's role in various historical cultures. *Spring*. Hess.

**254 Fabric Constructions (1/2)**

An introduction to two-dimensional and three-dimensional fabric construction techniques: quilting, soft sculpture, stitchery, basketry, printing on fabric and mixed media. *Spring*. Johns.

**255 Sight and Insight; A Studio Approach to Art History (1/2)**

From a studio point of view this course seeks to gain a deeper insight into the creative problems and varied techniques of some of the major movements in the 16th through the 20th centuries in art history. *Intermittently*. Hess.

**256 American Art History**

American painting and sculpture of the 17th through the early 20th century with

emphasis on art's place in American culture. *Fall*. Hull.

**257 Architecture In America (1/2)**

The history and significance of American residential and commercial architecture created from colonial times to the present day. Emphasis on architecture as indicative of the nation's ambitions and attitudes. *Spring*. *First half semester*. Hull.

**258 Photography In America (1/2)**

The history of photography as a documentary and artistic medium in the U.S. Emphasis on the role and place of photography in American culture. (Not a technical study of photography.) *Spring*. *Second half semester*. Hull.

**259 Oriental Art History**

Cultural development of India, China, Japan and peripheral regions expressed in their architecture, sculpture, porcelains, ritual bronzes, and paintings. *Fall*. *First half semester*. Johns.

**333 Design In Advertising (1/2)**

Graphic work in various advertising techniques, emphasizing pictorial communication. Prerequisite: Art 111. *Fall*. Hall.

**335 Major Artists (1/2)**

Intensive study of the works of a major artist (or small group of artists) in the context of the appropriate period and milieu. A different artist or group will be studied each time the course is offered. Prerequisite: Any 1-credit art history course. *Alternate springs*. *First half semester*. Hull.

**336 19th Century European Art History**

The study of developments in art during the nineteenth century in Europe, with an emphasis on French painting. Classicism, Romanticism, Realism, Impressionism, and Post-Impressionism are among the movements considered. *Fall*. Hull.

**355 Italian Renaissance Art History**

Painting, sculpture, and architecture of the Italian Renaissance, with emphasis on 15th century Florence. Recommended

prerequisite: Art 216. *Spring*. Hull.

**356 Northern Renaissance and Baroque Art History**

Painting and sculpture of the 15th through the 17th centuries primarily in Flanders, France, Germany, Spain and Holland. Recommended prerequisite: Art 216. *Periodically*. Hull.

**357 Twentieth Century Art History**

Painting and sculpture of the 20th century in Europe and America. Emphasis on the nature of modernism and the role of the avant garde in Europe. American developments after 1940. *Fall*. Hull.

**358 Art in America Since 1945 (1/2)**

An inquiry into American avant garde painting and sculpture since World War II. America's emergence as an international leader in the arts and the role of modernism in the United States will be discussed in terms of specific artists and movements, beginning with Abstract Expressionism. *Alternate springs*. *Second half semester*. Hull.

**360-371 Independent Projects (1/2)**

For advanced art students. Individual study and work in areas of the art major's special interest. Printmaking (360 and 361), Painting (362 and 363), Drawing (364 and 365), Ceramics (366 and 367), Sculpture (368 and 369), and Design (370 and 371). *On demand*. Art Staff.

**372-373 Independent Study in Art History I and II (1/2 or 1)**

Reading and conference for advanced students in art history. *On demand*. Hull.

**496 Senior Seminar and Thesis (1/2)**

Required for senior art majors. Group seminars as well as advanced independent work with an individual major professor. Includes preparation of a senior project (for studio emphasis majors) or paper (for art history emphasis majors). Prerequisites: Courses leading to the status of second semester senior art major. *Spring*. Art Staff.

## Biology

The biological sciences are undergoing a quiet revolution of discovery that is having a profound influence on the way we live and think. Whether discovery is molecular or ecological in scope, the transcendent qualities to be cultivated in all biology students are logical thought, clarity of expression, precision of statement, employment of analytical skills, and common sense. The program captures these qualities by focusing on three curricular patterns.

First, there is offered contemporary course work that mirrors the rapid changes in biology and defines the mechanistic forces operating at the cellu-

lar and molecular levels of organization. Second, courses in the more traditional sense of biology are offered to give a firm understanding of the phylogenetic af-

finities, qualitative features and interactions of living things. Third, the historical and ethical dimensions of biology are interwoven in the fabric of all courses to pro-

vide a sense of perspective and to impart the impact biological discovery has had on our understanding of what it is to be human in a complex world of differing views and expectations.

Students who major in Biology are expected to acquire an understanding of: physiological functions of living organisms and the structures and systems which determine those functions; basic energy conversion systems; theories of inheritance, evolution and development; and the history and progress of biology.

Career opportunities extend to the health fields, resource management, teaching, and environmental science. It is not uncommon for graduates to enter non-related fields (i.e., law, news media, commercial travel, insurance) and apply biology information to problems they encounter.

The course offered by the Biology Department which will satisfy General Education Requirements is:

**Biology 110** Principles of Biology (Part A, Natural Science)

A Biology major must include the completion of eight credits in Biology, specifically Biology 110, 140, 242, 266, 431 (1/2 credit), 499 (1/2 credit) and three elective biology credits. In addition, two credits of college chemistry and one statistics credit are required. Those majors planning to apply for admission to graduate or professional schools in the sciences are strongly urged to complete the following additional courses: Chemistry 271 and 272, Physics 215 and 236, Mathematics 241. Senior evaluation includes satisfactory completion of Biology 499 and an oral examination.

The Biology Minor program offers two options. All students are required to take Biology 110 and 140. For the Ecology and Field Biology option, a student must complete Biology 255 and two additional credits distributed so that one course must be completed from each of two categories as follows: Category A, Biology 256 and 355; Category B, Biology 253, 254 and 352. A student interested in completing the Anatomy and Physiology option must complete three additional credits beyond Biology 110 and 140. These credits must be distributed so as to complete at least one credit in each of two categories as follows: Category A, Biology 242; Category B, Biology 266, 346 and 446; Category C, Biology 230, 233, 340 and 466. The Anatomy and Physiology option also requires Chemistry 115 and 136.

#### Faculty

Grant O. Thorsett, Professor, Chair  
Donald R. Breakey, Professor  
Scott D. Hawke, Professor  
Susan R. Kephart, Associate Professor  
Elizabeth Yocom, Assistant Professor (part-time)

## Course Descriptions

### 110 Principles of Biology

Principles and concepts which apply to all living organisms with special emphasis upon humans and their society, including bioethical concerns. Topics considered are: Physical-chemical background, theories as to the origin of life, organization from cell to organism to populations, major groups of living organisms, biological energetics, physiological maintenance and control, genetics and evolution history of life and environmental problems. One lab. *Every semester.* Staff.

### 136 Principles of Nutrition (1/2)

Composition and utilization of foods, vitamins, and other nutrients and nutritional requirements of humans. Prerequisite: Biol 110. *Spring.* Yocom.

### 140 Organismal Biology

A survey of the kinds of organisms. Emphasis will be placed on the phylogenetic relationships of all organisms and the strategies organisms use to survive. This will include methods of reproduction, types of development, morphological diversity, different methods employed to fulfill basic functions and selected examples of special adaptations; lectures, demonstrations and laboratory meetings. One lab. *Spring.* Breakey, Kephart.

### 230 Microbiology

A study of bacteria and viruses: their structure, physiology, taxonomy, growth and reproduction. The relationship of microbes to disease; modes of pathogenicity, host defense mechanisms and immunological responses. Ecological roles of bacteria. Industrial uses of microbes. One laboratory meeting each week which deals with bacterial isolation, culturing and identification of techniques, selected immunological procedures and standard water analysis. Prerequisites: Biol 110 and Chem 115. *Spring.* Thorsett.

### 233 Genetics

Study of the principles of heredity in microbes, plants and animals. An integrated course in classical and molecular genetics dealing with such topics as: Mendelian genetics, mapping, gene interaction, extrachromosomal inheritance, DNA, gene action, gene regulation, mutagenesis, recombinant DNA technology. Prerequisites: Biol 110 and Chem 115. One lab. *Fall.* Thorsett.

### 242 Plant Anatomy and Physiology

Life processes of living plants and the associated morphological structure of members in relation to their environment. Photosynthesis and nutrition, movement and use of materials, respiration, reproduction and growth and development. Prerequisites: Biol 140. One lab. *Fall.* Kephart.

### 246 Human Anatomy

A thorough description of the structural

characteristics of the human body systems from the cellular to the organ level of organization. Prerequisite: Biol 110. One lab. *Fall.* Cagle.

### 253 Field Botany I: Ecology of Plant Populations (1/2)

A natural history approach to the study of plants in the field. Life history, distribution, and ecology of plants in natural habitats. Examines patterns of resource allocation, seed dispersal and reproduction in plant populations including study of breeding systems and pollination mechanisms. Explores the interrelationships between plants and animal herbivores and the coexistence, succession, and evolution of plant populations and communities. Designed for non-majors as well as biologists. Prerequisite: Biology 110. Recommended: Biology 140. *Alternate springs.* *First half-semester.* Kephart.

### 254 Field Botany II

Diversity of Flowering Plants (1/2) A natural history-practicum approach to the study and identification of plants in the field. Emphasis on techniques of collecting and identifying plants with some discussion of the interrelationships of plants and animals. Designed for non-majors. Prerequisite: Biology 110.

Recommended: Biology 140. *Alternate springs.* *Second half-semester.* Kephart.

### 255 General Ecology

Organisms in the natural environment; plant and animal populations; the community concept; and some methods of description and analysis of ecological communities. Prerequisite: Biol 110. One lab or field trip. *Fall.* Breakey.

### 256 Field Zoology

Laboratory and field course: methods of seeking, collecting and identifying animals. Taxonomic and ecological principles which apply to local forms. Prerequisite: Biol 140. Two labs and/or field trips. *Spring.* *Alternate years.* Breakey.

### 266 General and Comparative Physiology

The focus is to determine the different methods used by living organisms to satisfy their physiological needs and to identify the basic principles underlying biological activity of all living systems. An attempt is made to develop biological generalizations which integrate and coordinate functional relationships among the different groups of organisms. Prerequisite: Biol 140. One lab. *Spring.* Hawke.

### 340 Electron Microscopy

Theory and practice of transmission electron microscopy are introduced to understand the fine structural details of cells. Preparatory techniques and the use of the electron microscope to view biological materials are emphasized. Prerequisites: Biol 140, Chem 136, and consent of instructor. One lab. *Fall.* Hawke.

### 346 Comparative Vertebrate

## Morphology

A review of the classes of Vertebrates and comparison of morphological and embryological characteristics; phylogenetic relationships and examples of adaptive mechanisms. Prerequisites: Biol 110 and 140. One lab. *Fall*. Breakey.

## 352 Plant Systematics and Evolution

Field and laboratory course; classification and probable relationships, the distribution and ecology of vascular and non-vascular plants; special study of the Oregon flora. Prerequisite: Biol 140. One lab. *Alternate springs*. Kephart.

## 355 Marine Ecology

Description of the oceans as a specific environment including physical, chemical and geological limitations; energy relationships of communities in the sea; methods of adaptation by marine organisms; types of intertidal environments and intertidal communities. Prerequisites: Biol 110 and 255. Field Trips. *Spring*. Breakey.

## 375 Evolution (1/2)

The history of the development of evolution theories; theories of the mechanisms for the development of species, and descriptions of adaptations to specific environments. Concepts and evidence of the evolution of Man. Prerequisites: Biol 110 and 140. *Spring*. *First half semester*.

Breakey.

## 431 Perspectives in Biology (1/2)

A seminar course. Each student will be expected to prepare oral and/or written reports from selected topics. The topics will be taken from several areas including: the meaning of science; the scope of biology; the ethical responsibilities of scientists; the social implications of scientific research; and the historical development of biology as a natural science. Prerequisites: Four courses in Biology or Junior Biology Major. *Spring*. All biology faculty.

## 446 Embryology

An investigation of the basic morphological processes involved in the ontogenetic development of vertebrate and invertebrate animals, including a presentation of physiological, genetic and biochemical evidence for the mechanisms controlling development. Prerequisite: Biol 140. Two labs. *Alternate springs*. Hawke.

## 466 Cell Biology

Cellular structure and function. The emphasis is on the biochemical activities of cells: enzymatic activity, energy transformation including respiration and photosynthesis, membrane transport, synthesis, mobility and the control of metabolic activity. Cellular ultra-structure including membranes, mitochondria, chloroplasts, golgi apparatus, endoplasmic reticulum

are discussed. Prerequisites: Biol 110 and Chem 271. One lab. *Alternate springs*. Thorsett.

## 490 Independent Study (1/2 or 1)

Individual programs in which a student can study a topic not normally available in the department curriculum. Each program of study must have the approval of the Biology Department faculty. For those who require the study of a topic not offered. *Periodically*. Staff.

## 493 Senior Thesis (1/2)

An independent research oriented course to complement Senior Research Seminar (Biology 499). This course is available to those seniors in biology who carry out a truly extensive and significant senior research project. Prerequisite: Consent of Biology Faculty. *On demand*. Staff.

## 499 Senior Research Seminar (1/2)

A seminar course required of all majors in Biology during the senior year. Discussions related to research techniques will be scheduled. Each student must complete a research project. The results of each project are then included in a paper written in the standard format and reported orally in an open meeting format. Prerequisites: Four courses in Biology or Senior Biology Major. *Fall*. All biology faculty.

# Chemistry

Willamette University is among the institutions approved by the American Chemical Society for undergraduate education in Chemistry. The primary goals of the chemistry program are to help students understand the place of chemistry in human affairs, and to have students become sufficiently knowledgeable about chemistry to be effective problem-solvers after graduation.

For both majors and non-majors the study of chemistry provides practice in logical thinking; an awareness of the environmental impact of chemistry; preparation to enter and succeed in graduate and professional programs, including medical, dental, veterinary and nursing school; the chemistry background needed for careers in secondary school teaching and other professions, and for employment in business or industry; an awareness of how chemistry relates to other areas of knowledge; and practice in applying scientific methodology to the solution of practical problems.

Specific expectations for Chemistry majors include a competent level of understanding of the four principal areas of Analytical, Inorganic, Organic, and

Physical Chemistry; supplementary experience in one or more areas including Biochemistry, Quantum Chemistry, and other advanced topics; experience in conducting individual laboratory research projects; a level of training in chemistry meeting recognized national standards; and an understanding of professional opportunities in chemistry.

Numerous post-graduate opportunities exist for individuals who major in chemistry. Possibilities include such medically-oriented professions as medicine, dentistry, veterinary medicine, nursing, clinical chemistry, pharmacology, public health and forensic chemistry; secondary school teaching; research, quality control, development or management careers in industry, government or business; college or

university teaching; or other applications of chemistry in such fields as oceanography, space exploration, environmental quality, industrial toxicology and patent law. In many such cases advanced study beyond the baccalaureate degree is advisable or required.

Chemistry courses offered to fulfill requirements of the General Education Program are:

**Chemistry 110** Chemical Concepts and Applications (Part A, Natural Science)

**Chemistry 115** Introductory Chemistry I (Part A, Natural Science)

**Chemistry 220** Environmental Chemistry (Part B)

Eight credits in chemistry are required for a major. Specific courses required are Introductory Chemistry II, Unified Labo-

ratory I, II, III, IV, Organic Chemistry I & II, Physical Chemistry I & II, Instrumental Analysis, and Inorganic Chemistry. The usual first course in the chemistry program is Introductory Chemistry I, although well-qualified students may begin at a higher level.

Chemistry majors also are required to complete two credits of mathematics including differential and integral calculus; Introductory Physics I & II; and Introduction to Computer Science I. The Senior Year Experience can be satisfied in a variety of ways. The student should consult the Department regarding the options available to satisfy the Senior Year Experience.

Chemistry majors who enter the 3-2 engineering program may transfer up to two credits to count toward the eight required for the major. Such transfer credits must have prior approval by the department. Chemistry majors who plan to enter graduate school or who wish to be certified by the American Chemical Society should take at least two chemistry credits numbered 400 or above, and should have a reading knowledge of a foreign language (preferably German or Russian). Additional credits in mathematics and physics also are recommended as preparation for graduate school.

The chemistry minor includes options for students having different backgrounds and different undergraduate majors in order to provide the best supplement to each student's academic program.

A chemistry minor consists of Chemistry 115 and 136, plus three additional credits chosen from one of the following options:

*Option A*

Chemistry 271, 272, and 341 or 351.

*Option B*

Chemistry 381, 382, and any one-credit chemistry course numbered in the 480's.

The chemistry department is housed in the E.S. Collins Science Center which recently was completely remodeled and was reoccupied in the fall of 1981. Modern laboratories for scheduled courses and for individual research projects are provided with up-to-date instruments and equipment. Care has been given to laboratory safety, particularly in the organic chemistry laboratory, where state-of-the-art safety stations for all students have been installed. A wide selection of chemistry periodicals and monographs is available to students in the University Library.

**Faculty**

David E. Goodney, Associate Professor, Chair, Fall 1985

Norman J. Hudak, Professor, Chair, Spring 1986

Christina P. Brink, Assistant Professor

Frances H. Chapple, Professor

Arthur D. Payton, Research Professor

## Course Descriptions

### 110 Chemical Concepts and Applications

Topics are selected that relate chemistry to many aspects of society. Some representative topics are the historical evolution of ideas about atomic and molecular structures, properties and uses of radioactive isotopes, elementary organic chemistry, drugs, energy sources, and the impact of science and technology on society. Course activities include, in addition to classroom sessions, laboratory work and field trips to nearby professional laboratories and industrial plants. The course is intended primarily for non-science majors, and requires minimal mathematical skills. *Fall*. Staff.

### 115 Introductory Chemistry I

Chemical equations are discussed with emphasis on the application of the mole concept. Gas laws, oxidation-reduction, atomic and electronic structure, bonding theories for both ionic and covalent substances, molecular geometries, electrochemistry and the chemistry of representative elements are treated. Relationships among the concepts of chemistry and societal concerns are part of class discussions. One lab. *Every semester*. Staff.

### 136 Introductory Chemistry II

Both theoretical and experimental aspects of equilibria and kinetics are explored as they apply to chemical systems. Gas and solution equilibria are discussed, including topics such as acid-base and solubility mechanisms and catalysis. Elementary thermochemistry and thermodynamics are applied to reactions and phase changes. The energetics associated with equilibria and kinetics serve as a unifying theme. Included within the experimental aspects of the course are qualitative and quantitative analysis. One lab. Prerequisite: Chem 115 or equivalent. *Spring*. Staff.

### 220 Environmental Chemistry

Basic chemical concepts are applied to environmental issues, including the quality of air, quality of water, use of natural resources, availability of energy in various forms, feasibility of alternate energy sources, and toxic chemicals. Some chemical, hydrological and meteorological cycles are covered. Changes in our perception of the environment because of advances in chemistry are considered. Environmental issues of topical interest including environmental legislation and societal impact are discussed. One lab or field trip. Prerequisite: Chem 115. *Spring*. Goodney.

### 244 Unified Laboratory I (1/4)

Project oriented chemistry laboratory. Each project involves a variety of skills, techniques and equipment crossing the traditional lines of organic, inorganic,

physical, analytical and biological chemistry. *Spring*. Staff.

### 271-272 Organic Chemistry I & II

Integration of aliphatic, alicyclic, and aromatic chemistry by means of a mechanistic approach. Nomenclature, stereochemistry, structure and reactivity, elementary theoretical organic chemistry and substitution, elimination, addition, condensation, and rearrangement reactions. Laboratory: Isolation and purification techniques, synthesis, and qualitative organic analysis. One lab. Prerequisite: Chem 136. *271 Fall; 272 Spring*. Hudak.

### 341 Instrumental Analysis

Chemical analysis stressing quantitative instrumental techniques. Instrumental methods include ultraviolet, visible and infrared spectrophotometry; NMR spectroscopy; Raman spectroscopy; potentiometry and potentiometric titration; polarography; radiochemistry techniques; gas chromatography; applied electronics; special interest topics. Prerequisite: Chem 271. *Fall*. Goodney.

### 345-346 Unified Laboratory II & III (1/4 each)

Project oriented chemistry laboratory. Each project involves a variety of skills, techniques and equipment crossing the traditional lines of organic, inorganic, physical, analytical and biological chemistry. *345 fall; 346 spring*. Staff.

### 351 Biochemistry

Molecules of biological importance: proteins, nucleic acids, polysaccharids, and lipids; intermediary metabolism and biological oxidation; and the biosynthesis of carbohydrates, lipids, mononucleotides, and amino acids. Prerequisite: Chem 272. Co-requisite: Chem 381. *Fall in even-numbered years*. Hudak.

### 362 Inorganic Chemistry

Atomic structures; chemical bonding; periodicity and the chemistry of the elements; coordination chemistry; theory, structures and reactions; acid-base concepts; bioinorganic chemistry; other topics selected from nonaqueous solutions, organometallic chemistry, special types of inorganic structures, inorganic nomenclature. *Spring*. Brink.

### 381 Physical Chemistry I

Mathematical tools. Description of physicochemical systems, first and second laws of thermodynamics. Derivation and use of thermodynamic functions, third law of thermodynamics. Phase rule. Colligative properties. Chemical equilibrium. Prerequisite: Chem 136 and Math 241. *Fall*. Chapple.

### 382 Physical Chemistry II

Kinetic theory of gases and an introductory treatment of statistical mechanics; chemical kinetics at the practical and theoretical levels; elementary quantum mechanics; molecular structure and spectra. Prerequisite: Chem 381. *Spring*. Chapple.

### 430 Advanced Topics in Chemistry (1/2)

An in-depth study of topics selected for their interest and relevance to modern Chemistry. Topics may be chosen from the areas of analytical, physical, inorganic, organic, biological, or polymer chemistry, computational chemistry, or history and philosophy of chemistry. Taught in a seminar format. *Spring*. Staff.

### 447 Unified Laboratory IV (1/4)

Project oriented chemistry laboratory. Each project involves a variety of skills, techniques and equipment crossing the traditional lines of organic, inorganic, physical, analytical and biological chemistry. *Fall*. Staff.

### 480 Applied Group Theory (1/2)

Symmetry in quantum chemistry. Definitions and theorems of group theory, chemically important point groups, ir-

reducible representations, molecular vibrations, molecular orbital theory, ligand field theory. No lab. Prerequisite: Math 241 and consent of instructor. *Every semester*. Payton.

### 481 Quantum Chemistry

Quantum mechanics applied to chemical systems including theories of valence, wave mechanics, atomic orbitals, molecular orbitals, diatomic molecules, polyatomic molecules, carbon compounds, transition metal compounds. No lab. Prerequisite: Math 241 and/or 242. *Fall*. Payton.

### 482 Statistical Mechanics

Canonical ensemble, probabilities, partition function and thermodynamic properties, entropy and information theory, Boltzmann, Fermi-Dirac, and Bose-Einstein statistics, metals, perfect crystals and dense fluids. No lab. Prereq-

uisite: Math 241 and consent of instructor. *Spring*. Payton.

### 483 Thermodynamics

Use of exact differentials, line integrals and partial derivatives. Equations of state, internal energy, the first law, Joule and Joule-Kelvin experiments, enthalpy. The second law according to Kelvin and Caratheodory, Entropy, Helmholtz Function, Gibbs Function, Equilibrium conditions, the third law, the phase equation, the phase rule. No lab. Prerequisite: Math 241 and consent of instructor. *Fall*. Payton.

### 491-492 Independent Projects I & II (1/2)

Individual laboratory and library research projects selected in consultation with chemistry faculty. Written reports and seminar presentations are required. Occasional field trips to nearby research facilities may be made. *Annually*. Staff.

## Computer Science

The courses in Computer Science are designed to provide the liberal arts student with a basic understanding of the computer, its power, and its limitations. The Computer Science curriculum provides a sound background for graduate work in computer science and prepares students to use computers in other courses and in their careers.

A study of Computer Science at Willamette may lead to a Master's degree in Computer Science (combined degree program), a Bachelor's degree in Computer Science/Mathematics (See description under Mathematics Department), or a Bachelor's degree with a Computer Science minor. A minor program in Computer Science will consist of five courses: CS 231, 232, 341, 342, and 451.

Study of computer science can lead to a number of career options. Many graduates' initial positions are programming positions; after some experience, they can move into design work, consulting, systems analysis, management, marketing, or many other career paths. Many graduates take graduate work in computer science, either immediately or later in their careers, which increases their opportunities for responsible and interesting positions. Students adding computer science to majors in the disciplines of the social and natural sciences increase their range of skills and therefore enhance their career options within their chosen field.

The course in the Computer Science Department that satisfies the General Education requirement is:

### Computer Science 220 Computers in Modern Society (Part B).

The core program in Computer Science consists of two years: CS 231-232 and CS 341-342. These four semesters offer a coherent study of the fundamental ideas in computer science and provide a firm basis for further study in the field as well as skill in application of computer science. The first one or two semesters also can provide a strong introduction to the field for students with good mathematical background who want to develop skill in use of computer science in their own disciplines.

The University has excellent computer facilities. The Computer Center for the PRIME system is housed in the Atkinson Graduate School of Management with terminals located among several departments of the College of Liberal Arts. There is also an APPLE microcomputer laboratory as well as various microcomputers distributed across the campus.

### Faculty

George Struble, Professor, Chair  
J. Michael Dunlap, Associate Professor  
James R. Levenick, Assistant Professor  
Nicholas Liepins, Director of University Computing

### Course Descriptions

#### 220 Computers in Modern Society

This course is a study of information processing technologies and their impact upon Western society and thought. The course explores the nature of the digital computer, its evolution as an information processing device, and applications of information processing machines. Significant attention will be given to the historical, political, social, psychological, and ethical implications of the growth and application of information processing technologies, and student papers analyzing relationships between computers and modern society. *Fall*. Staff.

#### 230 Introduction to Programming

Computer programming is becoming a common skill among educated people. This course is designed to be a gentle introduction to programming for students with minimal backgrounds in mathematics or analytical problem solving. The course enhances the ability to solve problems through the practical application of problem solving to the context of a computer program. Specific study includes: problem solving by computer, discussions

of techniques of problem expression and layout, data representation, program structure, programming language syntax and semantics. Restrictions: Not open to students who have had a course in computer programming. *Spring*. Staff.

**231 Introduction to Computer Science** (1/2 or 1)

This is the first of four semesters in the core sequence in computer science. This course includes study of the structure of a computer, principles of problem-solving, some of the principles behind programming languages, and a thorough treatment of computer programming. Prerequisite: Math 241 (may be taken concurrently). The course is normally taken for a full credit, but students who have credit for CS 230 get 1/2 credit for CS 231. *Fall*. Staff.

**232 Data Structures**

Theoretical and practical study of data structures such as stacks, queues, linked lists, and trees. Also a study of algorithms that use these data structures. Prerequisite: CS 231 and Math 241. *Spring*.

**341 Computer Organization**

Machine organization, digital logic, data

representation, machine- and assembly-language programming. Prerequisite: CS 232. *Fall*. Staff.

**342 Intermediate Computer Science**

This course includes units on operating systems, assemblers, interpreters and compilers, analysis of algorithms, and formal languages. The objective is to round out the four-semester sequence by introducing advanced topics that prepare students for graduate courses or further reading in these areas. Prerequisite: CS 341. *Spring*. Staff.

**391 Independent Study** (1/2 or 1)

This course is intended for the qualified advanced student who wishes to do an intensive independent study in an area not covered by an existing course in the department. Arrangements for this course must be made with a faculty member *before* registration. *Every semester*. Staff.

**392 Independent Project** (1/2 or 1)

This course is intended for the qualified advanced student who wishes to do an independent project under faculty supervision. The project will involve substantial preparatory study and will extend the stu-

dent's knowledge of computer science. Arrangements for this course must be made with a faculty member *before* registration. *Every semester*. Staff.

**451 Topics in Computer Science**

This course provides the flexibility to offer special topics of interest in computer science. Recent courses offered include information systems, computer graphics, analysis of algorithms, and software engineering. Topics will generally not be repeated within a two-year period, in order to provide a variety of offerings. Prerequisites may vary, but usually will be CS 232. May be repeated for up to 3 credits. *Every semester*. Staff.

**496 Senior Seminar in Computer Science/Mathematics**

Each student undertakes a substantial project that integrates previous work in mathematics, computer science, and a supporting area. The seminar also meets weekly to discuss methodologies and participate in presentations on computer science areas. Required for majors in Computer Science/Mathematics. Prerequisite: Senior standing. *Spring*. Staff.

## Earth Science

Earth Science courses are designed to give the student an understanding of earth processes, resources, and human-land relationships and patterns. While there is no major program in Earth Science, courses in this field make an important contribution to liberal arts education and to interdisciplinary major programs such as Environmental Science and International Studies. The Earth Science Department now offers a minor with emphasis upon geography or geology.

"Earth Science" is a general name for any of the various sciences — e.g., geography, geology, climatology, etc. — that deal with the earth. At Willamette, the Earth Science offerings are concentrated in the fields of geography and geology. Geography is primarily concerned with explaining the spatial distribution of, and relations among, various features of the earth — human and cultural as well as physical features. Geology concerns itself primarily with description, classification, and analysis of the earth's physical and chemical characteristics and with the history of the earth and its life forms. Both disciplines are deeply concerned with the ties between the nature of our physical environment and the quality of human life.

Topics in Earth Science courses range from plate tectonics to international oil

problems to environmental ethics.

Courses in the Earth Science Department that satisfy the General Education requirements are:

**Earth Science 110** Physical Geology (Part A, Natural Science).

**Earth Science 112** Physical Geology (Part A, Natural Science).

The minor program in Earth Science will be made up of the following courses to be selected in consultation with the Earth Science Department.

**A. Geology Emphasis:** Five credits in Earth Science required

**1.** Courses required of all students electing this option: Earth Science 110, 230, 231, and 350.

**2.** One additional credit selected from the following two courses: Earth Science 112 or 332.

**B. Geography Emphasis:** Five credits in Earth Science required

**1.** Courses required of all students electing this option: Earth Science 110, 112, 230, and 331.

**2.** One additional credit selected from the following two courses: Earth Science 332 or 350.

**Faculty**

H. Peter Eilers, Associate Professor, Chair  
Gilbert LaFreniere, Associate Professor

### Course Descriptions

**110 Physical Geology**

An introduction to internal and external earth processes within the new framework of plate tectonic theory. Laboratory work emphasizes identification of common rocks and minerals, and interpretation of

topographic maps, aerial photographs and geologic maps. *Fall*. LaFreniere.

### **112 Physical Geography**

An integrated study of the major components of the physical environment — landforms, climate, natural vegetation, and soils — in the light of their significance to mankind. Laboratory experience includes field work and emphasizes identification, measurement, data analysis and presentation of results. *Spring*. Eilers.

### **230 World Geography**

Survey of major patterns of physical features, culture, and human-land relations, by region, in today's world. Examples show present and impending resource, environmental, social and political problems, and explore basic solutions.

Methods include lectures, films, student discussions and presentations, and text and outside readings. *Fall*. Staff.

### **231 Historical Geology**

An introduction to the detailed geologic record, emphasizing the geology of the Western Cordillera. Topics include the

history of geologic thought, a survey of geologic history from Pre-Cambrian to Holocene, and the paleontological evidence for organic evolution. Lectures are complemented by geologic map interpretation in the laboratory and field trips to the Coast Range, Cascades, and Siskiyou. Prerequisite: Physical Geology. *Alternate springs*. LaFreniere.

### **331 Geography of Europe**

This course is designed to provide basic knowledge of the physical and cultural geography of Europe. The course begins with a survey of systematic themes, including historical, political, economic, and social geography, physiography, climates, agriculture, resources, industry, settlement, demography, and transportation. Study of the regions of Europe, including the Soviet Union, follows.

Important present-day issues (e.g., energy, devolution, Eurocommunism) are discussed in connection with relevant regions. *Alternate springs*. Staff.

### **332 Geography of the Pacific States**

A study of the physical and cultural elements of the Pacific States with special reference to Oregon. Topics for consideration include landforms, soils, vegetation, climate, resource development, land use, urbanization, and current problems.

Methods include lectures, discussions, readings, student presentations, and field trips. *Alternate falls*. Eilers.

### **350 Environmental Geology**

This course applies principles and techniques learned in physical geology to such geologic hazards as vulcanism, seismicity, erosion, mass wasting and flooding, and to mineral, fossil fuel and water resource development and their related environmental impacts. Prerequisite: Physical Geology. *Alternate springs*. LaFreniere.

### **490 Independent Study in Geography**

Study of a specific aspect of geography or of a geographical problem, individually or in a group. Prerequisite: Consent of instructor. *On demand*. Staff.

## Economics

The objectives of economics courses are to help students develop the ability to think clearly about complex economic, political and social issues, and to gain an understanding of how the economic activities of private and public institutions or interest groups relate to issues such as inflation, unemployment, poverty, environmental quality, urban and regional problems, and international economic concerns.

A solid background in economics is valuable to students preparing for graduate work in economics, business, public administration and law; it is also useful as preparation for possible careers in such diverse fields as business, law, government, medicine, social work and education. Courses in the other social sciences, mathematics and computer science, English, and foreign languages also contribute significantly to preparation for such graduate study and career opportunities.

The course in the Economics Department that fulfills the General Education requirement is:

### **Economics 110** Contemporary Economic Issues (Part A, Social Science)

The Introductory Program: Students may begin their study of economics at Willamette with either Economics 110 or Economics 130. The first of these courses, Contemporary Economic Issues, focuses on a selected set of issues or problems and the ways in which economic modes of thinking can help to clarify the nature of

these issues and alternative approaches to resolving policy problems. This course will not count toward the minimum eight departmental credits required for the Economics or Business Economics major. It can be taken only *prior* to Principles of Economics, not simultaneously or later.

Principles of Economics constitutes the basic introduction to economic analysis and its applications. It is a prerequisite for most other courses in the department.

**Economics Major:** Eight credits in the Department are required of Economics majors, including Economics 130, 230, 357, 358, and 496. Senior Research Seminar (Econ 496) is the senior year experience for the Economics major. At least two of the remaining three required departmental credits must be taken from courses designated (E) or those with no designation. These other courses should be chosen on the basis of each student's academic interests and possible career objectives. In addition to these economics courses, each major is required to

complete a course in calculus (Mathematics 230 or 241 or the equivalent) and an introductory course in political science. Students are encouraged to complete most of the required courses by the end of the junior year in order to take advantage of potential internship opportunities and to participate in senior-level courses.

**Business Economics Major:** Eight credits in the Department are required of Business Economics majors, including Economics 130, 230, 235, 356, 459, and 499. Management Strategies and Policies (Econ 499) is the senior year experience for the Business Economics major. At least one of the remaining two required departmental credits must be taken from courses designated (BE) or those with no designation. In addition to these economics courses, each major is required to take Math 230 or 241, CS 230 or 231, and two courses from the group ENVR 220, ENVR 320, PSYCH 333, PSYCH 341, SOC 335, SPCOM 150, SPCOM 242, and SPCOM

341. Other courses may be included within this latter group, subject to departmental approval (through the Chairperson).

#### Faculty

James S. Hanson, Professor, Chair  
C. Russell Beaton, Professor  
James Frew, Associate Professor  
Richard M. Gillis, Professor  
Thomas H. Hibbard, Professor, Associate Dean  
Jack Leonard, Associate Professor  
Istvan Magas, Assistant Professor  
Thomas B. Brand, Lecturer (part-time)  
Thomas McCarty, Lecturer (part-time)

### Course Descriptions

#### 110 Contemporary Economic Issues

This course focuses on a selected set of contemporary issues or problems and the ways in which economic modes of thinking can help to clarify the nature of these issues and alternative approaches to resolving policy problems. The emphasis will be on economic reasoning and the economic dimensions of social problems, but will also attempt to deal with the interrelationships among the social, political and economic dimensions of contemporary problems. *Fall*. Hanson, Hibbard.

#### 130 Principles of Economics

This course is a basic introduction to economic analysis and its applications for public policy. The tools, concepts and models of economic analysis will be developed and used to examine the forces of supply and demand in market systems and the effects of government involvement in such market systems. Factors which determine the overall level of economic activity and policies to achieve full employment and price stability also will be explored. *Every semester*. Staff.

#### 230 Economic Statistics

This course deals with statistical estimation and hypothesis testing as well as correlation, both simple and multiple. In addition to traditional tests ("Z," "T," "F" etc.) non-parametric tests are introduced. Finally, time series analysis and index number construction will be covered. Note: Students who wish to substitute another statistics course for Econ 230 must also complete Econ 452 to satisfy departmental major requirements. *Fall*. Gillis.

#### 235 Principles of Accounting (BE)

Theory of accounting and procedures as a basis for sound economic decisions and the planning and administration of business organizations and public enterprise. *Every semester*. Leonard.

#### 236 Managerial Accounting (BE)

Preparation and analysis of financial statements; the determination of income; the valuation of assets, liabilities and equity; cost budgeting; the impact of tax-

ation and government policy, and the theory of internal control to understand the theory of the firm in the free enterprise system and of national income determination. Prerequisite: Econ 235. *Spring*. Leonard.

#### 331 Finance and Investments (BE)

Analysis of financial decision-making and business and corporate finance and investments as related to the business structure, the institution and the individual. Corporate financial policies and structure, the capital markets, mechanisms of investment and the planning of investment programs. Prerequisite: Econ 110 or 130. *Spring*. Leonard.

#### 332 Money and Banking

Nature of money, the role of the banking system, the effect of change in the supply and demand of money on the level of employment and prices, and theories of interest. Federal Reserve System. The place of government in monetary and banking practice and regulations and monetary relationships. Prerequisite: Econ 110 or 130. *Fall*. Leonard.

#### 338 Business Law (BE)

The laws governing business contracts, agency, sales, commercial paper, property, negotiable instruments, business organization, insurance, suretyship, and torts. *Every semester*. Brand.

#### 340 Labor Economics

This course is concerned with some of the most fundamental questions facing any society: how should human labor be organized, for what purposes, and for whose benefit? Our specific focus will be on work under capitalism. We will begin with the development of work and the history and struggles of the American Labor Movement. The second part will cover questions of wage determination, labor market segmentation, and the existence and impact of racism and sexism. The final part will concentrate on alternative visions of work and society. Prerequisite: Econ 110 or 130. *Alternate years*. Staff.

#### 345 Environmental Economics (E)

Problems of environmental protection and natural resource utilization. Analysis of strengths and shortcomings of the market mechanism, role of social sciences, dimension of the problem, and possible solutions. Prerequisite: Econ 110 or 130. *Fall*. Beaton.

#### 346 Regional Economics and the Economy of Oregon

This course will cover regional economic theory, including location theory, inter-regional trade and methods of regional economic base analysis. The Oregon economy will be extensively analyzed as a regional case study. Past and current socio-economic information will be employed to generate probable future economic trends and issues in Oregon and in the Pacific Northwest. Prerequisite: Econ 130. *Spring*. Beaton.

#### 347 Economics and Politics of State and Local Budgeting

This course is an introduction to state and local government finance. Advantages and disadvantages of different revenue sources including user charges, various taxes, borrowing, and revenue sharing are considered. Methods of selecting projects and allocating expenditures are studied. This course concludes with an assessment of the economics and politics of alternative public-sector budgeting systems. Prerequisite: Econ 110 or 130 and Poli 110. *Alternate years*. Hibbard.

#### 351 Comparative Economic Systems (E)

This course examines the causes, nature, and performance of different economic systems in theory and practice. It focuses on capitalist market economies, centrally planned economies, socialist market economies, and the economic systems utilized in various utopian writings and experimental communities. Prerequisite: Econ 110 or 130. *Alternate years*. Hibbard.

#### 352 The Economics of Developing Countries (E)

This course examines the structural characteristics of developing countries and major theories of economic development. Specific topics will include land reform, agriculture and industrialization, population and manpower policies, the role of money and capital markets in development, trade and development, the impact of aid and foreign investment, and strategies for development planning. Prerequisite: Econ 110 or 130. *Alternate years*. Hanson.

#### 353 International Economics (E)

This course examines the workings of the international economy, with an emphasis on current policy issues. Economic theory will be used to study the effects of trade among nations, the factors which influence trading patterns, and the effects of trade restrictions such as tariffs. Financial relationships among nations and the functioning of the international monetary system will also be explored. Other topics include the role of trade in economic growth and development, and the impact of foreign investment and the multinational corporation in both advanced and developing nations. Prerequisite: Econ 130. *Fall*. Hanson.

#### 356 Managerial Economics (BE)

This course focuses on the applications of microeconomic theory and quantitative methods to decisions regarding the allocations of scarce resources within a private or public organization. Tools such as risk analysis, linear programming, economic forecasting, game theory, scheduling theory, queuing analysis, and present value analysis will be applied to problems involving demand, production, cost, pricing and capital budgeting. Prerequisite:

Econ 130 and 230. *Every semester.* Frew.

**357 Intermediate Microeconomics (E)**

This course explores modern theories of the behavior of households and business firms in determining prices, the mix of goods and services produced in the economy, the allocation of scarce resources, and the distribution of income and wealth among the participants in a market economy. The successes and failures of different types of markets are considered along with public policies aimed at improving the performance of markets. Prerequisite: Econ 130 and 230. *Fall.* Beaton, Hibbard.

**358 Intermediate Macroeconomics (E)**

This course examines theories of how consumption, investment and government spending behavior influence the total level of economic activity in an economic system, and the impact of foreign trade on the national economy. Also explored are the ways in which government spending, taxation, and monetary policies influence unemployment, inflation, and the rate of economic growth. Prerequisite: Econ 130 and 230. *Spring.* Gillis, Hanson.

**430 Economic Forecasting**

This course will provide instruction in the development and application of various forecasting procedures used in economics and business. Such techniques include: exponential smoothing, seasonal adjustment, regression, and simultaneous equation estimation. Skill in combining economic theory and available data to produce estimates using computer statistical routines will be developed. Prerequisite: Econ 130, Econ 230, and Math 230 or 241. *Fall.* Frew.

**448 History of Economic Thought (E)**

This course will trace the development of economic thought from the decline of feudalism to the present. We will investigate Classical, Marxist, Neoclassical, Keynesian, and Modern Marxist and Neoclassical theories. Our goal will be to understand the various theories as well as

the historical context in which they became important. Prerequisite: Econ 130. *Alternate years.* Beaton.

**451 Economic Simulation (1/2)**

This course will deal with business simulation models, as well as computer models in micro- and macro-economics. In addition, it is hoped that the students will learn some computer-assisted instruction techniques. Prerequisites: Econ 130, 230, 357 and 358. *Spring.* Gillis.

**452 Introduction to Econometrics (1/2)**

This course represents an extension of our introductory statistics course and will deal primarily with curvilinear simple regression and both linear and curvilinear multiple regression, as well as various methods of projecting trends. Note: Even if you have taken another statistics course, Econ 452 must be taken to satisfy the statistics requirement for economics. Prerequisite: Econ 230 or another statistics course. *Spring.* Gillis.

**458 Mathematical Economics (E) (1/2)**

This course is designed to explore the ways in which formal mathematical models can be used to analyze and interpret microeconomic and macroeconomic relationships and phenomena. Prerequisites: Econ 130, 357 and 358. *Alternate years.* Beaton.

**459 Business, Government and Society (BE)**

This course examines the various ways in which business policies and practices affect society, and ways in which the changing social environment creates challenges and opportunities for business. The formulation and implementation of public or government policy in these areas will also be explored, along with the role of business in shaping or influencing such public policy. Specific topics will include antitrust policy and government regulation of concentrated industries, environmental regulations, consumer protection, worker

safety and job security, and the general issue of corporate social responsibility. Prerequisites: Econ 130, 230 and 356. *Fall.* Frew, Hanson.

**490 Independent Study (1/2 or 1)**

To enable a qualified student to engage in supervised study in topics not covered in other departmental courses. *On demand.* Staff.

**496 Senior Research Seminar (E)**

This seminar enables each student to apply the concepts and tools of economic analysis in the exploration of current policy issues, and to undertake a research project on a topic of particular interest. Emphasis will be placed on student-led discussions and presentations, with active participation of faculty members. Prerequisites: Econ 130, 230, 357 and 358. *Every semester.* Hanson, Hibbard.

**497 Energy Economics (1/2)**

The course employs economic tools and analysis to examine U.S. and world energy issues. Included are energy demand patterns, current and future energy source alternatives and energy policy options facing society at local, national and international levels. The student is responsible for a research project applying economic analysis to an energy issue. Prerequisite: Econ 357. *Spring.* Beaton.

**499 Management Strategies and Policies (BE)**

This seminar enables each student to apply the tools of economics to the analysis of actual management cases. Emphasis will be placed upon groups of students presenting recommendations for the solution to each case, which will serve as a basis for class discussion. A major project will also be required of each individual student. Offered to seniors as the final course in the Business Economics program. Prerequisites: Econ 130, 230, 235, 356 and 459. *Every semester.* Frew.

## Education

Education courses have the primary purpose of furnishing a sound professional preparation for secondary teachers. They also satisfy requirements for the Basic Secondary Oregon Certificate, and completion of the prescribed program usually qualifies one for certification in other states as well.

### Teacher Preparation

Willamette University provides a program for the preparation of middle, junior, and senior high school teachers in the following fields: art, biology, chemistry, drama, English, French, German, inte-

grated science, mathematics, music, physical education, physics, Spanish, speech and social studies. The Willamette program of teacher education is organized around the professional semester concept which reserves one of the last two semes-

ters of residence, or in some cases an added (ninth) semester, for most of the professional education courses and student teaching. General education and major work should be in an academic area closely related to one's intended

teaching field.

The Basic Secondary Certificate for Oregon and comparable certification elsewhere may be achieved upon completion of the bachelor's degree and the professional education program.

Admission to the program is accomplished by written application and subsequent acceptance by the Education Department. All applicants must pass a test certifying competence in the basic skills of mathematics, grammar, spelling, and composition. In addition, a passing score on the California Basic Educational Skills Test (CBEST) is required prior to certification. Students may be required to take additional skill related tests and coursework. Courses in mathematics (Math 109), English (English 130), Speech (Speech 150) and Computer Science (CS 220) are strongly recommended and may be required if particular deficiencies are noted. Transfer students must contact the Education Department during their first semester on campus if they intend to complete the program within a four-year framework. *A minimum grade point average of 3.0 in the major and an all university grade point average of 2.5 are required.*

All interested students should make personal contact with the departmental faculty to make arrangements for entrance testing and admission procedures. Each student is responsible for satisfaction of all requirements. Detailed written information may be obtained from the Education Office. Willamette offers a joint B.A.-B.S. degree program with Western Oregon State College for elementary teachers. By careful scheduling, a student can spend two of the eight semesters at WOSC and obtain a degree from each institution and elementary certification. Persons interested in this option should contact a member of the Education Department as soon as possible for early planning.

#### Program

Prospective teachers major in one or more academic areas; there is no major in Education. The usual sequence of professional courses leading to certification is:

**Educ 205** Introduction to Teaching

**Educ 335** School, Teacher, and Student plus the *Professional Semester* which includes:

**Educ 445** Psychological Foundations

**Educ 455** Principles of Teaching

**Educ 456** Instructional Technology

**Educ 495** Supervised Teaching and *one* Methods Course, Educ 430, 431, 432, 433 and/or 434, 435, or 436.

NOTE: Students preparing to teach Music or Physical Education do not take a Methods course during the Professional Semester. Students preparing for the combined certificate in mathematics *plus* one other area must take both Educ 433 and Educ 434 methods courses.

The course Educ 340, Teaching of Reading and Writing, is required of all prospective teachers and can be completed before, during, or after the Professional Semester.

#### Requirements outside the Department:

Two courses are required:

**1.** Soc 114 Race/Ethnic Relations OR ISA 130 Minority Seminar OR Sp Com 230 Intercultural Communications, and

**2.** Psych 110 Introduction to Psychology  
A course in Public Speaking is strongly recommended.

Program requirements for the elementary certificate are available in the Education Office.

#### Faculty

Joanne B. Engel, Associate Professor, Chair

Richard Wright Cowger, Professor

Theodore Y. Ozawa, Assistant Professor

Alan Ball, Instructor (part-time)

Judith Daugherty, Instructor (part-time)

Stephen DeHaas, Instructor (part-time)

James Hadden, Instructor (part-time)

John Tenny, Instructor (part-time)

### Course Descriptions

#### 106 College Learning Skills (1/4)

This course is *not* one of the professional teacher preparation requirements. This class is open to all students and deals with helping individual students to develop knowledge and skills in the following areas: reading, paper writing, study skills, and applying principles of learning. *Every semester.* Tenny.

#### 205 Introduction to Teaching (1/2)

A study of teaching through field studies, simulations, practica, and readings. Evaluation made by the student, his/her peers and faculty on the student's potential as a teacher. *Prerequisite for the Professional Semester.* Second semester freshmen, sophomores or juniors are encouraged to schedule this course. Not open to first semester freshmen. *Every semester.* Staff.

#### 335 The School, Teacher and Student (1/2)

Public school structure and curriculum, social and legal roles of the schools, minority and ethnic awareness, ethics of learner study, principles of instruction, accountability, group processes and career education. *Prerequisite for the Professional Semester.* *Every semester.* Cowger, Engel.

#### 340 Teaching of Reading and Writing (1/2)

Modern theories underlying methods of teaching reading; current developmental and remedial programs with emphasis on secondary needs and materials. Includes a unit on teaching composition. Required for all secondary certification. *Every*

*semester.* Tenny.

#### 350 Teaching of Reading: Grades 1-12 (1/2)

A study of the process of developmental reading, appropriate methods of instruction, critical selection of materials, and usable management systems and techniques. *Prerequisites:* Ed 205 and choice of ISA 235 or both Eng 250 and 251. *Every semester.* Tenny.

#### 390 Pre-Practicum Internship (1/4-1/2)

Open to second semester sophomores and above. This internship is to be utilized to provide in-the-classroom experiences for students who need additional practicum time (6-8 hrs./wk.) beyond what is normally required in the education program. *Prerequisites:* Ed 205, 335 and 340 or equivalent. *Every semester.* Cowger, Engel, Ozawa.

#### 430 Methods of Teaching Art (1/2)

Methods and objectives; consideration of classroom materials and equipment; curriculum developments; observation. *Offered as needed.* Staff.

#### 431 Methods of Teaching English (1/2)

Methods and objectives; consideration of classroom materials and equipment; curriculum developments; observation. *Fall.* Ball.

#### 432 Methods of Teaching Modern Foreign Languages (1/2)

Methods and objectives of teaching modern foreign languages in the secondary school; linguistics; use of audio-lingual materials and the language laboratory; evaluation of materials; demonstrations; observations. *Fall.* Daugherty.

#### 433 Methods of Teaching Mathematics (1/2)

The study, observation, and use of special classroom techniques, procedures and materials; consideration of recent curriculum developments. *Fall.* DeHaas.

#### 434 Mathematics Teaching Strategies (1/2)

Concerns math teaching strategies for secondary math courses up to and including Algebra I in public and private schools. *Prerequisite:* Admission to Teacher Education Program. *Every semester in conjunction with student-teaching.* Ozawa.

#### 435 Methods of Teaching Science (1/2)

Concepts and curriculum for science studies, materials, methods, procedures, new approaches to teaching and evaluation procedures. *Spring.* Ozawa.

#### 436 Methods of Teaching Social Studies (1/2)

Concept and curriculum of the social studies, materials, methods, procedures and evaluation. Special emphasis on nature and structure of individual social studies courses commonly taught in secondary schools, and new approaches in social studies teaching. *Spring.* Staff.

#### 445 Psychological Foundations of

## Education

Human growth and development; theories and methodology as they relate to skill acquisition, educational foundations, evaluation, classroom management and individual and cultural differences in educational situations. Part of Professional Semester. *Every semester.* Engel.

### 451 Diagnosis of Reading

**Difficulties** (1/2)

A study of the causes and results of reading difficulties; a study of diagnostic tools, methods, and record keeping. Prerequisite: Ed 350. *Fall.* Tenny.

### 452 Principles/Practices of Remedial Reading

(1/2)  
A basic study of the principles and practices of remedial reading including current

materials, methods for referral, and coordination of assistance by the reading specialist. Prerequisite: Ed 350. *Spring.* Tenny.

### 455 Principles of Teaching

The course emphasizes teaching strategies, classroom management, the use of teaching media, and the evaluation of both teaching and learning. Some field observations are included. Part of Professional Semester. *Every semester.* Cowger, Ozawa.

### 456 Instructional Technology

(1/2)  
Primarily a course in instructional media and their use in classrooms and schools. Some attention to curriculum design and classroom management. Field visits to media support centers are included. Part of the Professional Semester. *Every semester.* Cowger.

### 490 Research and Independent Study

(1/2 or 1)  
This course is intended only for the qualified, advanced student with a solid preparation in theory and methods of education who wishes to do an intensive research or advanced independent study in an area not covered by the present departmental course offerings. *By departmental approval.* Cowger, Engel, Ozawa.

### 495 Supervised Teaching

(1-1/2)  
Teaching experience in the secondary classroom under guidance and supervision of experienced teacher and college supervisor; includes weekly seminars and conferences. Part of the Professional Semester. *Every semester.* Cowger, Engel, Ozawa.

# English

The goal of the English Department is to strengthen the moral and aesthetic imagination through the study and teaching of literature and language. Working toward this goal, the Department recognizes that a general liberal arts education is an invaluable element in career preparation. Students majoring in English have found this study a desirable background for future service in law, medicine, business, teaching, or government.

The English Department offers language and literature studies on several levels — from assisting students to satisfy the graduation requirement of English proficiency in its “Craft of Writing” program and the general education literature requirement in the courses listed below, through more advanced courses in expository and imaginative writing, to the appreciation of literature in general and of major literary figures and movements in particular.

Courses in the English Department that satisfy the General Education Program requirement are:

**English 210** Foundations of Literature (Part A, Literature)

**English 211** Survey of American Literature I (Part A, Literature)

**English 212** Survey of American Literature II (Part A, Literature)

**English 213** Survey of British Literature I (Part A, Literature)

**English 214** Survey of British Literature II (Part A, Literature)

**English 219** Imaginative Literature (Part A, Literature)

**English 322** Blake and Rossetti: Nineteenth Century Literature (Part B)

**Literature 210** The Modern Temper in Literature (Part A, Literature)

The English major must complete a minimum of eight credits in the Department. Courses related to the English Proficiency Requirement do not count toward this minimum. The advisor and the major will develop together a major program that ensures the study of the literary tradition, the literary genres, and the language itself.

Individual research is encouraged through Reading and Conference (English 390) and, for students with excellent academic records in their English studies, Independent Study (English 490). Senior evaluation for the English major will usually consist of a senior thesis developed from the English Senior Seminar or the Humanities Senior Seminar. Some advanced students may produce the senior thesis or a directed creative project in Independent Study, (English 490).

The major program requires: English 210 Foundations of Literature; two related courses (e.g., English 345 and 346; English 322 and 346) OR one survey sequence (e.g., English 211 and 212; English 213 and 214); one Shakespeare course (English 341 or 342); and three additional credits in English.

Outside the English Department, majors are strongly encouraged to take a foreign language through the proficiency level,

thus earning a B.A. — and beyond that level if they contemplate graduate study — and three courses from the following related fields: theatre, music, speech, religion, philosophy, art history, history, and interdisciplinary arts courses.

The minor program in English consists of five credits to be selected from the following courses in consultation with the English Department. Students will choose to emphasize Literature or Writing:

A. Literature Option: English 219; and any four credits chosen from the following English courses: English 241, 320, 322, 340, 341, 342, 344, 345, 348, 349, 352, or 496.

B. Writing Option: English 210 or 219; any one credit chosen from the following English courses: English 241, 320, 322, 340, 341, 342, 344, 345, 348, 349, 352, or 496; and any three credits chosen from the following English courses: English 230, 232, 250, 251, 332, 390, or 490.

## Faculty

Richard Sutliff, Associate Professor, Chair  
Adele Birnbaum, Associate Professor,  
Virginia Bothun, Associate Professor  
Gerard Bowers, Professor  
Wilbur Braden, Professor  
Carol Long, Associate Professor  
Richard Lord, Professor  
Kenneth Nolley, Professor

Sharon Schuman, Assistant Professor  
(part-time)  
Michael Strelow, Assistant Professor

## Course Descriptions

### **009 The Craft of Writing I (E.S.L. Section)**

A special section for non-native speakers of English. Substitutes for the basic freshman writing course, English 010 (The Craft of Writing I). *Fall*. Strelow.

### **010 The Craft of Writing I**

The art of self-expression through words. Admission by assignment. *Fall*. Staff.

### **130 The Craft of Writing II**

The standard freshman composition course in which most freshmen satisfy proficiency. Emphasis is on instruction in the modes of exposition aimed at enhancing the student's skill in handling the language correctly and in writing with organization and style. *Every semester*. Staff.

### **210 Foundations of Literature**

The major forms of western literature exemplified in selected readings from classical to modern authors. Elements of prosody. Basic principles of literary criticism. Designed as the initial course in English Literature for the English major. Prerequisite: English Proficiency Requirement. *Every semester*. Staff.

### **211 American Literature From Its Beginnings to the Civil War**

A study of the main forces in American literature from Colonial times to the Civil War. Emphasis will be placed on the conflict of ideas in religious, philosophical, and political contexts as reflected in the works primarily of major figures: Franklin, Edwards, Jefferson, the Federalist Papers, Poe, Hawthorne, Melville, Emerson, and Thoreau. Prerequisite: English Proficiency Requirement. *Fall*. Staff.

### **212 American Literature From Whitman to World War II**

A study emphasizing indigenous developments in American literature; special emphasis is given to the poetry of Walt Whitman and Emily Dickinson, the humor and social criticism of Mark Twain, the local color movement, the rise of realism in Howells and James, the 20th Century resurgence of poetry, and proletarian literature of the thirties. Unity is centered on psychological and sociological problems of the individual in conflict with society. Prerequisite: English Proficiency Requirement. *Spring*. Staff.

### **213 Survey of British Literature I**

A survey of the major works of English literature from its beginnings to the end of the 17th Century. The course will acquaint students with the masterpieces of English literature of the period and with some of the methods of critical analysis which have been found most useful in elucidating these works. Prerequisite: English

Proficiency Requirement. *Fall*. Staff.

### **214 Survey of British Literature II**

A survey of the major works of English literature from Pope to the present. The student will be expected to acquire not only a thorough knowledge of the works and authors studied, but also a familiarity with the traditional periods of English literature viewed in their historical, philosophical, religious and social implications. Prerequisite: English Proficiency Requirement. *Spring*. Staff.

### **215 History of Cinema**

Important cinematic works viewed with regard to theme, style, and technique in an effort to explore both the achievement and the potential of the film as a medium of artistic expression. Prerequisite: English Proficiency Requirement. *Spring*. Nolley.

### **219 Imaginative Literature**

An introduction to the art of reading imaginative literature: poetry, drama, and prose fiction. Emphasis on understanding and enjoyment of literature as a rich part of our cultural heritage. Designed especially for students seeking to fulfill the Literature requirement in the General Education program. Prerequisite: English Proficiency Requirement. *Fall*. Staff.

### **223 Film Genre and Authorship**

A study of the relationship between the unique visions of individual film-makers and the shaping conventions of various film genres. As each film genre embodies numerous aesthetic, social and moral assumptions, each film of the type simultaneously reaffirms and redefines those assumptions. The course will explore the nature and development of a genre and the individual creative visions it inspires. *Fall*. Nolley.

### **230 Intermediate Writing**

Emphasis on expository and argumentative modes of writing with the purpose of enhancing style and organization. Prerequisite: English Proficiency Requirement. *Fall*. Birnbaum.

### **232 Imaginative Writing I**

Practice in the writing and analysis of short fiction, poetry, or drama (depending on the interests of those enrolled each semester). To explore and develop one's own verbal and imaginative resources. Prerequisite: Consent of Instructor. *Fall*. Sutliff.

### **235 Modern Poetry**

Selected readings from the works of the chief poets in England and America during the last fifty years. Special emphasis on poetic craftsmanship and the art of reading poetry. Prerequisite: English Proficiency Requirement. *Alternate years*. Braden.

### **241 The Novel**

A survey of the development of the novel in England and America from Defoe to the 20th Century. The class will consider the evolution of technique and theme, noting both the continuity and uniqueness of the English and American tradition. Prerequisite:

English Proficiency Requirement. *Alternate years*. Staff.

### **250 Introduction to Structural and Transformational Grammar (1/2)**

An introduction to the principles and methods of structural and transformational grammar. Consideration will be given to the relationship between modern grammar and traditional grammar. This is not a composition course. Prerequisite: English Proficiency Requirement. *Spring*. Nolley.

### **251 History of the English Language (1/2)**

A study of the history of the English language from its Indo-European origins to the present day. Prerequisite: English Proficiency Requirement. *Spring*. Nolley.

### **320 Mysticism and Creativity**

Study of mysticism and of creations mystically inspired, as found in the writings, art and music of both occidental and oriental traditions. Prerequisite: English Proficiency Requirement. *Spring*. Bowers.

### **322 Blake and Rossetti: Nineteenth Century Literature**

The critical study of selected Romantic, Victorian and Decadent writers, with attention to related economic, cultural and religious trends. Of special importance are the achievements of Blake and Rossetti in the twin realms of poetry and painting. Prerequisite: English Proficiency Requirement. *Alternate years*. Bowers.

### **330 Advanced Writing: Rhetorical Strategies**

Analysis of the practice in expository forms with emphasis on style and rhetorical strategy. Prerequisite: Consent of Instructor. *Spring*. Bothun.

### **332 Imaginative Writing II**

Practice in the writing and analysis of short fiction, poetry, or drama (depending on the interests of those enrolled each semester). To explore and develop one's own verbal and imaginative resources. Prerequisite: Consent of Instructor. *Spring*. Sutliff.

### **340 Medieval Literature: Chaucer**

Insight into Chaucer's creative genius and a taste of the turbulent life of medieval England through a reading of The Canterbury Tales, The House of Fame, The Parliament of Fowls, and Troilus and Criseyde. Introduction to early Arthurian romance through Sir Gawain and the Green Knight. Prerequisite: English Proficiency Requirement. *Alternate years*. Birnbaum.

### **341 Shakespeare: The Earlier Plays**

A detailed study of the histories and selected comedies and tragedies written before 1601. Elizabethan cultural setting, poetic and dramatic form, growth of Shakespeare's craftsmanship. Prerequisite: English Proficiency Requirement. *Fall*. Braden.

### **342 Shakespeare: The Later Plays**

A detailed study of selected comedies, tragedies and romances written between

1601 and 1611. Jacobean cultural setting, poetic and dramatic form, Shakespeare's mature craftsmanship. Prerequisite: English Proficiency Requirement. *Spring*. Lord.

**344 Renaissance Literature: Milton**  
Development of Milton's literary ambition and style viewed through study of his major prose and the English poems, with emphasis on *Paradise Lost*; a critical appraisal of his influence on later writers; a survey of major Miltonic criticism to the present time. Prerequisite: English Proficiency Requirement. *Alternate years*. Lord.

**345 Seventeenth Century English Literature**  
A survey of British literature from 1603 to 1660 (exclusive of Milton), with emphasis on metaphysical poetry, prose styles and Jacobean tragedy. Major attention is devoted to the poems of John Donne. Prerequisite: English Proficiency Requirement. *Alternate years*. Lord.

**346 Eighteenth Century Literature**  
A survey of English literature from 1660 to 1798, with particular emphasis upon Restoration comedy, the rise of journalism and the novel, satire (Swift and Pope), and the theory and practice of neo-classical poetry (Dryden, Pope and Johnson). Attention will be given to intellectual history and to the flowering of the comic spirit in the period. Prerequisite: English Proficiency Requirement. *Alternate years*. Braden.

**348 Modern British Literature**  
A study of selected works of prose, poetry, and drama from a large variety of 20th Century authors. Works representative of

the end of the Victorian Age, the period following World War I and the beginning of the Modern Age will be included in order to show the development of theme and style in 20th Century British literature. Prerequisite: English Proficiency Requirement. *Alternate falls*. Long.

**349 Modern American Literature**  
A variety of works in prose, poetry and drama will be studied in order to observe the major themes and stylistic trends of 20th Century American literature. Attention will be given to the post World War I period and to some contemporary works (post 1950) in an effort to illustrate the development of modern literature. Prerequisite: English Proficiency Requirement. *Spring*. Long.

**350 Shakespeare: Selected Plays and Modern Transformations**  
An interdisciplinary study of four Shakespeare plays (*A Midsummer Night's Dream*, *Henry IV*, *Hamlet*, and *Othello*) and some of the works of music, film, dance, and graphic art inspired by the plays. Major attention will be given to the plays themselves, using operas, ballets, films, and illustrations based on or inspired by them to illuminate the richness of Shakespeare's art. (Recommended for students who have had English 213, 341 or 342.) Prerequisite: English Proficiency Requirement. *Fall*. Braden.

**352 Theories of Criticism**  
A study of the historical foundations of literary criticism with an emphasis on the development of the student's own critical theories. An attempt will be made to shar-

pen reading awareness through the study of critical theories as they relate to works of literature. Prerequisite: English Proficiency Requirement. *Alternate years*. Staff.  
**390 Reading and Conference** (1/2 or 1)  
To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisite: Consent of instructor and English Proficiency Requirement. *On demand*. Staff.

**490 Independent Study**  
Intensive study of a selected area. By permission of the department. 3.5 g.p.a. in major required. *On demand*. Staff.

**496 Senior Seminar**  
Intensive study of a specific topic, genre, period, or figure. Area of concentration will be announced during the preceding year. Prerequisite: Consent of instructor and English Proficiency Requirement. *Fall*. Staff.

### Literature

**210 The Modern Temper in Literature**  
Concentrating on the modern period (1890-1970), this course will study the shift from realism to absurdism in the drama, and will consider parallel movements in prose, fiction, and verse. Readings will be drawn from American, English, French, and German authors such as O'Neill, Pinter, Beckett, and Brecht. The basic tools of literary criticism will be introduced. Form and genre will be studied in relation to culture and as an expression of central modern values. *Spring*. Leland and Long.

## Environmental Science

The Environmental Science program seeks to encourage students to develop: an appreciation of the importance to life and society of environment, in the past, present, and future; an understanding of nature's integrity, including both natural and human processes effecting environmental change; insight into basic causes of, and possible solutions to, important environmental problems; and skills for defining and furthering environmentally sound action. Attainment of these goals requires grounding in several disciplines as well as integrative study of environmental ethics and institutions. Seven university departments contribute faculty and courses to this program.

Education in environmental science may provide direct career opportunities in government service or business (e.g., resource management, environmental im-

port assessment), and in public interest work. It is useful preparation, especially in combination with a second major, for possible careers in teaching, journalism, poli-

tics, and business, or for those who plan to enter graduate or professional school in fields such as environmental science, biology, geography, public policy, law,

public health, or other sciences.

Environmental Science courses that meet the General Education requirement are:

**Envr 220** Environmental Systems Under Stress (Part B)

**Envr 320** Environmental Ethics (Part B)

**Envr 426** Senior Seminar in Environmental Science (Part B)

(Other courses in the Environmental Science Program that meet General Education requirements are so designated in their subject area descriptions.)

The Environmental Science major takes a basic core of discipline-oriented courses in the natural and social sciences. Integration is promoted through a series of environmental science courses which provide progressive development from (a) an optional introduction to environmental problems, their basic causes and solutions (Environmental Systems Under Stress, Envr 220), to (b) a junior year course on environmental ethics and planning (Envr 320), to (c) several intermediate and advanced electives and an optional off-campus Internship, to (d) a culminating Senior Research Seminar (Envr 426).

Through electives in the program a student can emphasize either natural sciences or social sciences.

The Environmental Science major must take a minimum of thirteen courses, as specified below.

#### **A. Required Core Courses (9)**

**Biol 110** Principles of Biology

**Chem 115** Introductory Chemistry

**Erth 110** Physical Geology

**Erth 112** Physical Geography

**Econ 130** Principles of Economics

**Poli 112** American Politics

**Soc 113** Environmental Sociology  
(will not be offered in Fall 1985)

**Envr 320** Environmental Ethics  
(Junior year)

**Envr 426** Senior Seminar in Environmental Science (Senior year — Satisfies Senior Year Experience Requirement)

The major must also take four of the following electives, distributed in at least four disciplines and including at least two natural science and two social science courses, or allowing substitution of an environmental science course for one of those courses as described below.

#### **Environmental Science Electives:**

**Envr 220** Environmental Systems Under Stress (can be used as an elective only if taken during Fr-So year)

**Envr 494** Internship (Sr year)

#### **Natural Science Electives:**

**Biol 255** General Ecology

**Chem 220** Environmental Chemistry

**Erth 350** Environmental Geology

#### **Social Science Electives:**

**Econ 345** Environmental Economics

**ISA 230** Environment and Behavior

**Poli 331** State and Urban Politics

**Poli 333** Politics, Economics and Planning

**Soc 330** Population

The student in environmental science at Willamette is well situated to pursue his or her studies. For field study a great diversity of environments and land-use practices can be found within a short distance — everything from the Pacific Ocean to the Cascades, from wilderness to cities. As a state, Oregon has pioneered in many aspects of environmental management. The university's location, just across the street from the Capitol and other government offices, facilitates practical learning and involvement.

#### **Faculty**

Gilbert LaFreniere, Associate Professor, Geology and Environmental Science, Director

C. Russell Beaton, Professor, Economics

Donald R. Breakey, Professor, Biology

H. Peter Eilers, Associate Professor, Geography and Environmental Science

David Goodney, Associate Professor, Chemistry

Robert E. Hawkinson, Assistant Professor, Political Science

Stephen C. Hey, Assistant Professor, Sociology

Noel F. Kaestner, Professor, Psychology

### **Course Descriptions**

(See appropriate major program statements for descriptions of other courses in the program.)

#### **220 Environmental Systems Under Stress**

An introduction, through several detailed case studies, to stresses in environmental systems, their causes and solutions. The cases vary from term to term, but may include, for example, problems of energy, urban quality, chemical hazards, or food. Goals are to help the student develop a systems and energy viewpoint that can be applied widely, and to become an agent of constructive environmental change.

Topics include system dynamics, energetics, ecological principles, the challenge of transition to steady state, appropriate technology, and political economy and fundamental solutions. Lectures, some by other Environmental Science members, discussions, films, reading, projects.

*Fall.* Staff.

#### **320 Environmental Ethics**

The course focuses upon the historical and philosophical roots of our present environmental and energy dilemmas. The contemporary environmental crisis is considered as a particular manifestation of a cultural crisis which afflicts Western Civilization and its imitators. Central issues include: comparison of environmental attitudes in advanced cultures; the environmental significance of Western inter-

pretations of history; evaluation of the idea of progress as the ruling philosophy of history of the modern West; the socio-cultural impacts of scientific and technological development; and an account of Western society's continuing search for the good life and for means of inducing altruistic behavior. Prerequisite: Junior or Senior standing. *Spring.* LaFreniere.

#### **494 Environmental Science Internship**

Student participation off campus with an agency, group or individual working on some aspect of environment. The purpose is for the student to gain practical knowledge through involvement and for the student to provide research and other work capabilities; 10-12 hours per week. *Fall.* Staff.

#### **496 Senior Seminar in Environmental Science**

Individually or in small groups, students design and conduct a research project; includes proposal formulation, development of research methodology, information analysis, draft and final report preparation, and oral presentation. Seminar discussion, outside resource persons, and examination of specific problems of the environment are used to advance to research projects. Prerequisite: Senior majoring in Environmental Science. *Spring.* Eilers, Goodney, LaFreniere, Beaton.

# Foreign Languages and Literatures

The goals of the Foreign Languages and Literatures Department are to contribute to the liberal education of students by providing courses and programs designed to develop an appreciation of foreign languages and literatures as essential elements of culture and to promote the sensitivity to human values and the critical thinking that is inherent in the study of cultures other than one's own.

A variety of career opportunities are available to students who graduate with a strong grounding in foreign language. These include foreign service, international trade, graduate study, social work among non-English speaking minority groups, and teaching.

Courses in the Foreign Languages and Literatures Department that satisfy the General Education requirement are:

**French 314** Introduction to French Literature (Part A, Literature)

**German 314** Introduction to German Literature (Part A, Literature)

**Japanese 314** Japanese Literature in Translation (Part A, Literature)

**Literature 110** Masterpieces of World Literature (Part A, Literature)

**Literature 212** Style and Conflict in Modern Literature: Camus and His Legacy (Part A, Literature)

**Russian 411** Russian Literature: Modernism and Revolution (Part A, Literature)

**Spanish 314** Introduction to Spanish Literature (Part A, Literature)

**Spanish 413** Spanish American Literature: Modernismo (Part A, Literature)

Major degree programs are offered in French, German, and Spanish. Opportunities exist for language study in Chinese, Japanese and Russian. Interdisciplinary major degree programs are also offered in International Studies for foreign language students desiring an area emphasis (see page 45). For each language offering a major, majors are required to complete eight credits of course work beyond the intermediate level language courses, including Composition and Discussion, at least one credit in Civilization, and three credits in Literature. Comprehensive examinations are required of all department majors in their senior year. In addition, majors, working with their faculty advisors, are required to select four credits from the following areas outside the Foreign Languages and Literatures Department: Art, Earth Science, Economics, English, History, Music, Philosophy, Political Science, and Religion.

Minor programs are also offered in French, German, Russian and Spanish. For further information, contact individual language areas. A Senior Year Experience will also be required of students majoring in French, German, and Spanish.

The department faculty strongly urges its students to improve their language competency and broaden their education through off-campus study in approved programs. Of special interest to students of Foreign Languages and Literatures are the Willamette Semesters Abroad in France, in Spain, in Mexico, in Kawagoe City Japan, at the International College of Commerce and Economics, and a post-session exchange program with Xiamen University in the People's Republic of China. In cooperation with two other universities, Willamette also offers students a one-year program in Germany at the University of Munich. Those students interested in the Russian language may also attend a summer program at the University of Leningrad.

Foreign language students enjoy the use of the University's modern, well-equipped listening and level-3 language laboratory and enhance their language skills in the Willamette International Studies House (WISH) where they may reside with exchange students, meet with professors for additional foreign language conversation, and attend guest lectures, films, and other cultural events.

## Faculty

John Uggen, Assistant Professor, Chair

Paule G. Drayton, Professor

Ludwig Fischer, Assistant Professor

Christine Gentzkow, Assistant Professor  
Francoise Goeury-Richardson, Associate Professor

Ronald P. Loftus, Assistant Professor

Marta Velez, Associate Professor

Magda Schay, Assistant Professor (part-time)

Julio Viamonte, Associate Professor (part-time)

Paulette Carroll, Instructor (part-time)

## Course Descriptions

### Chinese

#### 131 & 132 Elementary Chinese I & II

Introduction to the fundamentals of spoken and written modern Chinese. Classroom activity will center on oral-aural pattern drilling with student participation required. Emphasis will be on spoken Chinese but a romanized writing system and Chinese characters will also be introduced. Language tapes will be available in the language lab and their regular use by students will be required. 131, *Fall*; 131, *Spring*. Chinese Visiting Staff.

### French

#### 131 & 132 Elementary French I & II

Introduction to basic skills: comprehension, speaking, reading, and writing. Regular assignments for laboratory work. 131, *Fall*; 132, *Spring*. Drayton, Goeury-Richardson.

#### 231 & 232 Intermediate French I & II

Development of basic skills, classroom and laboratory. Carefully selected readings in the student's special fields of interest. Prerequisite: Elementary French (or equivalent) or two years of high school French with satisfactory College Board score. 231, *Fall*; 232, *Spring*. Drayton, Goeury-Richardson.

#### 314 Introduction to French Literature

Introduction to the study of French literature through reading typical works in the various genres. The course will acquaint the student with the basic vocabulary and tools of literary criticism. Required for the major; conducted in French. Prerequisite: French 331. *Alternate springs*. Drayton.

#### 331 French Composition and Discussion

Systematic review of French grammar through the writing of short compositions. Vocabulary building, study of problematic grammar points which will be reinforced by weekly assignments in the language laboratory. Prerequisite: Fren 232. *Fall*. Drayton, Goeury-Richardson.

#### 332 Advanced French Composition

## and Discussion

Intensive training in oral expression. Systematic review of French grammar. Composition (both oral and written) on topics based upon the thought and problems of contemporary France. Enlargement of vocabulary, including the "explication de texte" method. Prerequisite: Fren 331 or consent of instructor. *Alternate years.* Drayton, Goeur-Richardson.

### 333 History of French Civilization

Geography, history and the chronological development of culture; current developments in modern France. Offered in French. Prerequisite: Fren 331. *Alternate years.* Goeur-Richardson.

### 335 French Conversation

A course which will stress oral communication in French. Debates and panel discussions will be used as a means of bringing students into active participation. The course will focus on current problems in French culture. There will be no written assignments, but background reading will be required as a basis for discussion.

Audio excerpts from French TV programs will occasionally be used as laboratory material. A course well suited as a preparation for study in France and for non-majors who wish to further develop or retain their fluency. Prerequisite: Fren 331. *Alternate years.* Goeur-Richardson.

### 430 Introduction to French Thought

A study of selected themes such as education, enlightenment, reason, existentialism, etc., from the works of French thinkers. Conducted in French. Prerequisite: French 331. *Spring, alternate years.* Drayton.

### 431 Phonetics

A practical course based on the study of the French sound system. Phonemic inventory, physiology of French articulation with emphasis on sound recognition and reproduction. Transcriptions in I.P.A. (International Phonetic Alphabet), practice with recorded exercises and individual correction in the language laboratory. Prerequisite: Fren 331. *Alternate years.* Goeur-Richardson.

### 432 Introduction to French Linguistics

Examination of the characteristics of language and language diversity, including structure, linguistic change and theories of origin. The second part of the course will concentrate on the contributions of French linguists (Martinet, Dubois) to linguistic theory. Practice in applying various methods of analysis to French sentences. Conducted in French. Prerequisite: Fren 331 or 332. *Alternate years.* Goeur-Richardson.

### 433 19th Century French Literature

The course will focus on representative novels, plays and poetry of the Romantic and Realist movements. Baudelaire's poetry will also be studied. Conducted in

French. Prerequisite: Fren 314 or consent of instructor. *Alternate years.* Drayton.

### 434 20th Century French Literature

Selected works from some of the most important writers of the 20th Century will be studied: Proust (excerpts only), Mauriac, Malraux, Sartre, Camus, Ionesco, and Beckett. Poetry of Apollinaire, Eluard, and Aragon. Conducted in French. Prerequisite: Fren 314 or consent of instructor. *Alternate years.* Drayton.

### 435 Gide and Camus

Through a detailed study of the most important works of Gide and Camus, the course will bring out the main themes and preoccupations of French thought in the 20th Century. Conducted in French. Prerequisite: Fren 314 or consent of instructor. *Alternate years.* Drayton.

### 490-491 Reading and Conference (1/2 or 1)

To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisite: Fren 331 or 332. *On demand.* Drayton, Goeur-Richardson.

### 496 Senior Year Experience (1/2)

This experience requires both the writing, in French and under faculty supervision, of a major research paper, and a discussion of the paper, in French, between the student and the French faculty. The topic chosen for the paper must be selected from one of the following: 1) Two different periods and/or genres of French literature; 2) French Literature and French Civilization; 3) Linguistics and French Civilization. Drayton, Goeur-Richardson.

## German

### 131 & 132 Elementary German I & II

Listening-comprehension, speaking and reading developed through intense oral practice and frequent language laboratory exercises. 131, *Fall*; 132, *Spring*. Fischer, Gentzkow.

### 231 & 232 Intermediate German I & II

Ability to read with direct association in German. Listening-comprehension and basic grammar patterns. The second semester includes discussion of cultural topics, readings in the student's field, and practice in directed writing. Prerequisite: Elementary German. 231, *Fall*; 232, *Spring*. Fischer, Gentzkow.

### 314 Introduction to German Literature

Reading and discussion in German on a variety of topics and texts from the main writers, epochs, and genres of German literature. Practice in the vocabulary and methods of literary analysis. Prerequisite: German 232 or consent of instructor. *Alternate years.* Fischer, Gentzkow.

### 331 German Composition and Discussion

Reading and discussions in German

topics and texts relevant to the areas of letters, Fine Arts, and Humanities. Cultural and literary vocabulary, syntax, introductory phonetics and laboratory exercises stressing comprehension and pronunciation. (Recommended for students interested in study overseas.) Prerequisite: Completion of language requirement in German or consent of the instructor.

*Alternate years.* Gentzkow.

### 332 Advanced German Composition

Readings and discussion, enlargement of vocabulary to meet the idiom of the highly educated German; discussions and compositions on abstract and more sophisticated topics. *Alternate years.* Fischer, Gentzkow.

### 333 Contemporary German Culture

In examining contemporary German culture since 1945, this course will concentrate on trends, movements, forces, and attitudes that shape life within the four German speaking countries. Special emphasis on the relation between the arts and the economic development in the Federal Republic of Germany and the German Democratic Republic. Prerequisite: Germ 331 or equivalent. *Alternate years.* Fischer.

### 430 History of German Thought

Selections of German writings that express those thoughts and ideas that have contributed substantially to the heritage of man's culture. Representatives from the following areas: arts, biography, history, mysticism, philosophy, politics, psychology, and science. Conducted in German. Prerequisite: completion of foreign language requirement in German. *Alternate years.* Gentzkow.

### 431 From the Enlightenment to Romanticism

German literature and related forms of artistic and intellectual expression from the Enlightenment to Goethe's death. Considered against the background of general European cultural history, selected readings from Schiller, Kleist, Tieck, and Fichendorff and their contemporaries. Prerequisite: Germ 331 or consent of instructor and Engl 210. *Alternate years.* Fischer, Gentzkow.

### 432 Realism and Naturalism

German literature and related forms of artistic and intellectual expression from Goethe's death to the end of the 19th Century, considered against the background of general European cultural history.

Selected readings from Grillparzer, Buchner, Droste-Hulshoff, Stifter, Keller, Storm and Hauptmann and their contemporaries. Prerequisite: Germ 331 or consent of instructor and Engl 210.

*Alternate years.* Gentzkow.

### 433 Modern Literature

Representative novels and short stories of such writers as Thomas Mann, Hesse, Musil, Boll, Grass and others. Poetry of the Symbolist, Impressionist, Expressionist

and Surrealist Hauptmann, such as Hofmannsthal, Brecht, Durrenmatt and Frisch. Prerequisite: Germ 331 and Engl 210.

*Alternate years.* Gentzkow.

**490-491 Reading and Conference**  
(1/2 or 1)

To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Prerequisite: Germ 331. Junior or Senior standing and G.P.A. of 3.00 or better. *On demand.* Fischer, Gentzkow.

**497 Literary Research** (1/2)

Students will meet with a professor of the German program for seven seminar meetings and discuss a theme or an author within the area of German literature. The emphasis will be on the validity of literary studies as they are applicable as a useful tool in finding a place and in dealing with our society. Students are expected to write a 15 page research paper which will be presented to a larger audience at the end of the semester. *Spring.* Fischer, Gentzkow.

**Japanese**

**131 & 132 Elementary Japanese I & II**

Introduction to the fundamental structure of Japanese. Classroom instructions will consist of intensive aural-oral drills as well as reading and writing based on assigned texts. Approximately 300 kanji in addition to hirakana and katakana will be attempted. There will be periodic quizzes, a mid-term and the final. 131, *Fall*; 132, *Spring.* Loftus.

**231 & 232 Intermediate Japanese I & II**

Improvement on the basic skills acquired in Elementary Japanese (131 & 132). 700 new kanji will be introduced. The emphasis is primarily on reading and writing. A systematic review of the fundamental structure of the Japanese language will be made. Periodic quizzes, tests and the final will be expected. Prerequisite: Japn 131 and 132 or consent of instructor. 231, *Fall*; 232, *Spring.* Loftus.

**314 Japanese Literature in Translation**

The course examines selected works in novels, essays, drama, and poetry from the classical and modern periods. The selected works will include *The Tale of Genji* by Murasaki Shikibu (978-1015) and *Snow Country* by Kawabata Yasunari (1899-1974). Formal and contextual analysis will employ the Western standard of criticism. The works are viewed in their historical context also, in order that the unique aspects of Japanese literature be made clear. *Fall.* Loftus.

**331 Seminar in Japanese Language**

Reading and discussion in Japanese based on individual student interest. Emphasis on reading of Japanese texts. Library research will be part of the exercises. Prerequisite: Completion of 232 or equiv-

alent. *Alternate years.* Loftus.

**490 & 491 Reading and Conference**  
(1/2 or 1)

To enable students who have a sound grasp of Japanese grammar to develop reading skills and to extend their knowledge of Chinese characters. Students must have completed two years of Japanese at Willamette and/or studied Japanese in Japan. Permission of the instructor required. *On demand.* Loftus.

**Russian**

**131 & 132 Elementary Russian I & II**

Basic skills: comprehension, speaking, reading, and writing; laboratory work. 131, *Fall*; 132, *Spring.* Schay.

**231 & 232 Intermediate Russian I & II**

Continued development of basic skills with classroom and laboratory exercises. Readings from Russian literature and civilization, and in second semester in the student's special fields of interest. Prerequisite: Elementary Russian or high school Russian or equivalent with adequate College Board scores. 231, *Fall*; 232, *Spring.* Schay.

**331 Russian Composition and Discussion**

In this course the three creative elements of language learning, speech and writing, are given foremost attention. Oral and written composition based upon reading of texts emphasizing Russian culture, as well as literary texts enabling the student to become acquainted with the literary vocabulary needed in more advanced letters courses. Exercises in syntax and introductory phonetics. Laboratory exercises stressing comprehension and pronunciation. Classes conducted in Russian. Prerequisite: Completion of foreign language requirement or consent of instructor.

*Alternate falls.* Schay.

**333 Russian Civilization and Culture**

Studies in geography, history, economics and the chronological development of culture and ideas. Class discussions. Oral and written reports in Russian or consent of the instructor. *Alternate springs.* Schay.

**411 Russian Literature: Modernism and Revolution**

Short-lived movements in prose and poetry from the origins of symbolism to the establishment of The Union of Soviet Writers, representative works of the symbolist, acmeist, futurist and peasant poets and major prose works of Chekov, Sologub, Bely, Bunin, Gorky, Zamiatin, Kaverin, Olesha and others. Offered through Independent Study for International Studies/Soviet Emphasis majors. Schay.

**Spanish**

**131 & 132 Elementary Spanish I & II**

Basic skills: comprehension, speaking, reading and writing. Laboratory work. 131, *Fall*; 132, *Spring.* Uggem, Velez.

**231 & 232 Intermediate Spanish I & II**

Continued development of basic skills with classroom and laboratory exercises. Readings in Spanish, including in the second semester selections in the student's special fields of interest. Prerequisite: Elementary Spanish or two years of high school Spanish or equivalent with satisfactory College Board scores. 231, *Fall*; 232, *Spring.* Uggem, Velez.

**314 Introduction to Spanish Literature**

Close textual analysis of representative Spanish authors, including Baroja, Machado and Galdos. Emphasis on acquiring tools and methodology of literary analysis. Conducted in Spanish. One term paper, three mid-term exams. Class participation mandatory. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Uggem.

**331 Spanish Composition and Discussion**

Oral and written compositions based upon readings of texts emphasizing Spanish culture and literary vocabulary needed in more advanced Letters courses. Exercises in syntax and introductory phonetics. Laboratory. Conducted in Spanish. Prerequisite: Completion of foreign language requirement or consent of instructor. *Fall.* Velez.

**333 Hispanic Civilization**

Studies in the geography, history, and chronological development of culture and ideas in Hispanic America from 1492 to the present. Class discussion, oral and written reports. Oral and written exams. Conducted in Spanish. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Velez.

**351 Literary Movements of the 19th Century**

Study of the major literary movements of 19th century Spain, including Romanticism, Realism and Naturalism. Close textual analysis of representative authors, with emphasis on the writings of Lara, Espronceda, Duque de Rivas, Bequer, Pereda, Galdos, Valera and Pardo Bazan. Prerequisite: Spanish 331 or consent of instructor. *Alternate springs.* Velez.

**413 Spanish American Literature: Modernismo: Early 20th Century**

Main currents in Spanish American literature from el modernismo to the present. Emphasis on Latin American poetry and essays which reflect the literary and social aspects of the area. Conducted in Spanish. Written and oral exams. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Velez.

**430 History of Hispanic Thought**

Writings dealing with the Spanish mind, its influence on Latin America and the relationship of both to the United States. Representatives from art, history, mysti-

cism, philosophy, politics, sociology, and psychology. Conducted in Spanish. Written and oral exams. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Velez.

#### **431 Contemporary Novel and Short Story**

A study of representative prose fiction writers of Latin America, including Gallegos, Alegria, Garcia Marquez, Carpentier, Asturias, Hernandez Cata, Borges, Quiroga and Cortazar. Conducted in Spanish. Written and oral exams. One term paper. Prerequisite: Consent of instructor. *Alternate years.* Uggen.

#### **432 20th Century Spanish Literature: Drama, Poetry, and Novel**

Study of 20th Century Spanish Literature, beginning with the Generacion de 98. Includes the most important authors who analyze the philosophical, political, and social problems of modern Spain. Selections of drama, novel, poetry, and essay. Conducted in Spanish. Written and oral exams. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Velez.

#### **434 Literature of the Golden Age**

Study of the great writers of the 16th and 17th Centuries with emphasis on Cervantes, Lope de Vega and Calderon. A brief outline of the poetry and theater of the Middle Ages will serve as an introduction to this literature of the Renaissance and Baroque period. Class discussion, oral and written exercises in Spanish. Supplementary readings in the novel,

drama, short story and autobiography of the period. Oral and written exams. Prerequisite: Span 331 or consent of instructor. *Alternate years.* Velez.

#### **490-491 Reading and Conference (1/2 or 1)**

To enable a student to acquire the necessary knowledge and experience of literary periods which are not covered by courses offered at Willamette University. Conducted in Spanish. Papers or exams may be required. Prerequisite: Span 331, Junior or Senior standing; GPA of 3.0 or better; consent of instructor. *On demand.* Velez, Uggen.

#### **497 Research and Discussion of Selected Topics in Spanish American Literature**

This seminar course will serve to integrate the linguistic, cultural, historical and literary experiences of seniors in the language. The class will be taught in a flexible manner in order to allow students to highlight their varying individual backgrounds in Spanish. The course will include a discussion of the literature of the Golden Age and the 19th and 20th centuries, and literary genres such as the essay, poetry, and novel. Students must present a major paper at the end of the semester and pass comprehensive written and oral exams. Conducted in Spanish. *Spring.* Uggen, Velez.

#### **Literature**

#### **110 Masterpieces of World Literature**

Reading, analysis and discussion of selected literary masterpieces. An introduction to the appreciation, the understanding and methodical interpretation of representative texts in the genres of essay, novels, drama and poetry. Special emphasis on reflections of the theme "the individual and society" in literary works of Spanish, French, German, Russian and Japanese authors such as Cervantes, Calderon, Moliere, Sartre, Camus, Kleist, Durrenmatt, Dostoevsky, Tolstoy, Murasaki. *Fall.* Fischer, Drayton, Uggen, Schay, Loftus.

#### **212 Style and Conflict in Literature: Camus and His Legacy**

This course examines works that exemplify the thought and art of Albert Camus — his awareness of the absurd, his quest for values and justice. It seeks their echoes in recent literature of authors such as E.L. Doctorow, Annie Dillard, Eugene Ionesco, and Donald Barthelme. Encompassing the novel, short story, essay, poetry and the theater, texts analyzed for both style and meaning are: *Caligula, The Myth of Sisyphus, The Stranger, Nuptials, The Just Assassins, Exile and Kingdom, The Book of Daniel, Rhinoceros, Pilgrim at Tinker Creek, City Lights*, and selected poems. In-depth class discussion and written reports dealing with the issues and techniques are studied. *Alternate springs.* Drayton.

## History

The program in history is designed to provide a firm foundation in the history of western civilization, of American culture in its European and English contexts, and of other civilizations as they have come into the orbit of the western world. The department is especially strong in cultural and intellectual history and in the histories of the major modern nation states. Our program places emphasis on an understanding of the nature of historical inquiry, on an exposure to the variety of historical interpretations, and on the ability to think historically as this contributes to an understanding of human experience, personal self awareness, and good citizenship.

The breadth of history and its inter-relatedness with other disciplines makes the study of history a significant part of a liberal education. The ability to gather facts that pertain to a problem, to analyze this material, and to present an argument

cogently and succinctly is also a valuable background for most professional careers. Willamette history majors tend to gravitate to law, education, government service, business and the church. It is noteworthy that recent history majors have done very

well on law school entrance examinations and have been successful in obtaining admission to law schools and to graduate schools in history, business administration, and theology.

Courses in the history department which



satisfy the General Education requirement are:

**History 115** Western Civilization to 1715 (Part A, Humanities)

**History 116** Western Civilization, 17th Century to the Present (Part A, Humanities)

**History 210** Topics in United States History: Early Period (Part A, Humanities)

**History 211** Topics in United States History: Later Period (Part A, Humanities)

**History 420** Henry James and Historical Consciousness (Part B)

**History 421** Expatriates and the National Experience (Part B)

The history major must complete eight credits in history. The major must include History 115 and History 116, two courses in U.S. History, and History 499 or a Humanities Senior Seminar. All majors must successfully complete a senior thesis which consists of either an extensive research paper on a historical topic or a critical analytical essay on historical writing; this is accomplished through History 499 or a Humanities Senior Seminar.

The department also encourages history majors to complete study of a foreign language to proficiency level, thus attaining a B.A. degree, and to take at least five courses in fields closely related to history (anthropology, art history, economics, literature, music history, philosophy, political science, religion, speech).

The minor program in History consists of five credits to be selected from the following courses in consultation with the History Department. Students will select the option of American or European history.

**I.** All students minoring in History will take: History 115 or 116 and History 210 or 211.

**II.** Three additional credits to be selected from the option chosen.

*A. European History:* HIST 345-347, 349-352, 354, 356-359, 396, 490, 499

*B. American History:* HIST 337, 340, 341, 420, 421, 499

#### **Faculty**

William E. Duvall, Professor, Chair

Robert Lucas, Professor

Francis Kent Markus, Associate Professor

George S. McCowen, Jr., Professor

Ronald P. Loftus, Assistant Professor

(Joint appointment with Department of Foreign Languages and Literatures)

Barbara Mahoney, Instructor (part-time)

### **Course Descriptions**

#### **115 Western Civilization to 1715**

A survey of the cultural, intellectual, political and socio-economic developments of western society including the ancient Greeks and Romans, the rise of Christianity, the Medieval period, the Renaissance and Reformation, and the age of Absolutism. *Fall*. Lucas, Markus.

#### **116 Western Civilization, 17th**

#### **Century to the Present**

A survey of the cultural, intellectual, political and socio-economic developments of modern western society including the scientific revolution of the 17th Century, the Enlightenment, the age of democratic revolutions, the industrial revolution, the rise of nation states, totalitarianism, two world wars, and the rebuilding of Europe. *Spring*. Lucas, Markus.

#### **210 Topics in United States History: Early Period**

Development of American political institutions and the impact of major issues on American society and culture from the Revolutionary era through the Civil War. *Fall*. McCowen.

#### **211 Topics in United States History: Later Period**

Developments of the modern American state and the impact of major issues on American society and culture from the Civil War through World War II. *Spring*. Markus, McCowen.

#### **250 A History of Modern China**

The course examines the process of transformation from the imperial to modern China. A brief survey of the traditional state and society will precede the study of major developments during the subsequent era, namely, the fall of the Manchu Dynasty, the founding and disintegration of the Republic, and the establishment of the People's Republic of China by the Communists. Historical events will be observed from the points of view of China, Japan, and the West, particularly the United States. Prerequisite: Consent of instructor. *Fall*. Loftus.

#### **330 Survey of African History**

A survey of the African past including study of the early development of agriculture, political systems, and cultural expressions; the study of the incursions of Europeans into Africa giving rise to slave trading and colonial administration; African resistance to imperialism; and the process of decolonization and establishment of independent countries. *Alternate falls*. Staff.

#### **331 Afro-American History**

History of the experience of black people in the United States from African origins to the present. Special emphasis will be placed upon understanding the Black experience within the larger context of American culture. Course topics will include African cultural roots of Afro-Americans, the experience of slavery and segregation, Blacks during the Civil War and Reconstruction, Black social history in the 20th century, the Civil Rights Movement, and Black contributions to American cultural, intellectual, and artistic life. *Alternate springs*. Staff.

#### **332 Latin America From Independence to Recent Times**

An examination of significant social,

political, economic, and cultural developments in Latin America from the 19th century movements for independence through the 20th century. Special emphasis will be given to the Pacific rim nations, Mexico, Peru, Chile, and Central America, and to United States' relations with these areas. *Alternate falls*. Mahoney.

#### **333 Middle East in Modern Times**

The course traces the development of nationalism among the Arab nations and Israel, as well as the Turks and Iranians. Emphasis is on the current economic and political problems of the Middle East and the dilemma arising from the Arab-Israeli conflict. *Alternate falls*. Staff.

#### **334 Far East in Modern Times**

This course will cover the histories of China, Japan and Vietnam, with an emphasis upon China, from the period of initial Western impact to the recent past. The introduction to the course will describe traditional values and institutions in the Chinese cultural sphere, and the course will then concentrate upon the conflict between those traditional values and institutions and those introduced by the Western powers. An important theme will be the conflict between traditionalism and nationalism in the countries involved, and the process by which Communist groups came to dominate the nationalist movements in China and Vietnam but failed to do so in Japan. *Alternate springs*. Staff.

#### **335 A Cultural History of Japan**

This course examines Japan with respect to her literature, art, ideology, economy, and political system, focusing on the periods Pre-modern (1600-1868) and Modern (1869-). The basic approach is observation of Japan in relation to the world outside: Korea, China, and particularly the West. *Spring*. Loftus.

#### **336 History of Modern Spain**

The course explores the history of Spain from its period of hegemony to the present with an emphasis on the political, economic, and social developments which have shaped the country. The interpretation of the Spanish national experience by the country's greatest scholars is an important focus. *Every fourth semester*. Mahoney.

#### **337 American Colonial History**

American colonial history in the 17th and 18th centuries; trans-Atlantic economic, cultural and intellectual ties; the development of distinctly American institutions in the colonial period, the movement toward rebellion and the nature of the revolutionary struggle. *Alternate springs*. McCowen.

#### **338 Capitalism as a World System, 1500-Present**

This course is a history of European capitalism as a social and economic world system. Consideration will be given to the early development of capitalism; major

emphasis will be placed on the 16th to the 18th centuries when European capitalism was established as the predominant economic mode throughout the world; and the later industrial, imperial and finance forms of capitalism will be examined. Considerable focus will also be placed on reactions and resistance to capitalism in the non-European world. *Alternate falls.* Duvall.

#### **340 United States History Since World War II**

Development, interaction, and impact of major issues on American society during the period from 1945 to the present. The Cold War, the Truman Era, the Eisenhower Years, the New Frontier, the Great Society, the Nixon Era and the Vietnam involvement, and the Ford, Carter, and Reagan Eras. *Fall.* Markus.

#### **341 Foundations of American Thought**

A study of the changing climate of opinion and representative intellectuals from the colonial period to the 20th century. Emphasis will be placed on Puritanism, the Enlightenment, Romanticism, and the development of Pragmatism. *Fall.* McCowen.

#### **345 European Intellectual History of the 17th and 18th Centuries**

Major trends in European thought during the 17th and 18th Centuries. The scientific revolution, the Enlightenment, the Baroque and Classical expressions in art and literature, and the early rise of Romanticism. *Fall.* Duvall.

#### **346 European Intellectual History of the 19th and 20th Centuries**

Major trends in European thought during the 19th and 20th Centuries. Romanticism, Liberalism, Socialism, Marxism, Relativism, Freudianism, Existentialism, Modernism. *Spring.* Duvall.

#### **347 History of Modern Socialism**

A study of the socialist responses to the industrialization of Europe and to the development of modern society. The study will begin with utopian socialists, and then special emphasis will be given to Marxism. Consideration will also be given to the relationship of revisionist socialist, Leninist, Stalinist, and Maoist thought to orthodox Marxism. *Alternate falls.* Duvall.

#### **349 History of Modern England**

From the Tudors, institutional, political, economic, social, religious, and cultural aspects of the development of English life, and England's contributions to the modern world. *Alternate falls.* Markus.

#### **350 History of Modern France**

From the revolution of 1789 to the present, considering (1) the revolutionary tradition and its impact, and (2) the difficulties of France culturally, socially, and economically in making the adjustment to the 20th century. *Alternate falls.* Duvall.

#### **351 Germany from Bismarck to Hitler**

The uniqueness of German civilization and Nazi Germany, the unification movement, the Hohenzollern Empire, the Weimar Republic, the Third Reich.

*Alternate falls.* Markus.

#### **352 History of Modern Russia**

The uniqueness of Russian civilization, the Russian Revolution, and the Soviet Union. The emancipation period, revolutionary thought and action, the constitutional monarchy, the 1917 revolutions and the establishment of the Soviet regime, the development of agriculture and industry, the evolution of the Communist party. *Alternate springs.* Markus.

#### **354 History of World War II**

Political, technological, diplomatic, institutional, cultural and military history of WWII with emphasis on the origins of the war and the impact of the war on world society and stability. *Spring.* Markus.

#### **356 Greece and the Hellenistic World (1/2)**

The course will deal with Homeric Greece, early Sparta and Athens, the rise of Tyrannies and their fall to democratic forces at the time of the Peloponnesian War. Further, the course will deal briefly with the cultural ascendancy of Athens as reflected in its philosophy and theater, and the growing disillusionment in the decline of the 4th and 3rd centuries B.C. Lastly, the diffusion of Greek culture in the East following the conquests of Alexander the Great. *Fall. First half semester.* Lucas.

#### **357 Ancient Rome (1/2)**

Primitive Italy and the founding of Rome; its expansion, the Punic Wars, social discontent and the Gracchi; the civil wars and the decline of the Republic; Julius Caesar and Octavian; the Julio-Claudian dynasty; the Flavians; philosophies of resignation, religions of hope. *Fall. Second half semester.* Lucas.

#### **358 History of the Middle Ages. 358A Early Middle Ages; 358B High Middle Ages (1/2 cr. each)**

Western Europe from the 11th through the 13th centuries, revival of economic and urban life, the Investiture Controversy, the 12th century renaissance, the Crusades, the rise of the feudal monarchies, Scholasticism, Gothic art and architecture, literature of the period, and the secularization of Europe in the 13th century. *Spring. 358A First half semester; 358B Second half semester.* Lucas.

#### **359 The Renaissance and Reformation. 359A The Renaissance; 359B The Reformation (1/2 cr. each)**

Western Europe between 1300 and 1648. The breakdown of the medieval order, the Italian microcosm, the Renaissance monarchies of the North, the cultural Renaissance, the Protestant and Catholic Reformations, and the ensuing religious wars. *Spring. 359A First half semester; 359B Second half semester.* Lucas.

#### **396 Seminar in Historiography & Philosophy of History**

Major trends, assumptions and problems in the writing of European and American history as related to the changing intellectual milieu from the Enlightenment to the present. *Spring.* Duvall.

#### **420 Henry Adams and Historical Consciousness (1/2)**

In this reading colloquium an exploration will be made into the brilliant, eclectic mind of Henry Adams. Adams' writings, including autobiography, novels, essays and historical works, will be examined in the light of his developing understanding of history in relation to other disciplines and societal needs. Through the study of Adams and his efforts to understand the past in relation to his own time, students will be challenged to examine the significance of historical consciousness in the contemporary world. Prerequisite: Hist 341 or consent of the instructor. *Spring. First half semester.* McCowen.

#### **421 Expatriates and the National Experience (1/2)**

A reading colloquium in the biography and writings of leading American expatriates, such as Henry James, T.S. Eliot and Gertrude Stein, who sought to understand the American experience from the vantage point of Europe. Students will be challenged to reflect on the value of removing themselves from a culture in order to view it better from a different vantage point. Prerequisite: Hist 341 or consent of instructor. *Spring. Second half semester.* McCowen.

#### **490 Readings in Modern European History**

Intensive individual reading in the field of Modern European History, offering the interested student the opportunity to probe beyond the advanced survey level of History 345 and 346. *Spring.* Duvall.

#### **499 Senior Tutorial**

Directed reading and research to enable senior history majors to pursue special interests or to fill gaps in their course work. Regular tutorial sessions with the instructor. Prerequisite: History major, senior standing. *Fall and spring.* Staff.

# Humanities

The Humanities major is an interdisciplinary approach to the study of the main intellectual and cultural themes found throughout Western civilization. It offers students an ideal core major for a liberal arts education.

A major in this area would provide a broad background for those whose post-graduate plans include specialized study in Art History, History, Literature, Philosophy or Theology or training in a professional school.

The following courses within the Humanities major satisfy the general education requirement:

**Art 216** Survey of Art History, Gothic to Modern (Part A, Fine Arts)

**Engl 210** Foundation of Literature (Part A, Literature)

**Hist 115** Western Civilization to 1715 (Part A, Humanities)

**Hist 116** Western Civilization, 17th Century to the Present (Part A, Humanities)

**Phil 110** Philosophical Problems (Part A, Humanities)

**Rel 110** Biblical Literature, History and Thought (Part A, Literature)

**Rel 112** History of Christianity (Part A, Humanities)

**Rel 113** Introduction to Old Testament Studies (Part A, Humanities)

The Major in Humanities consists of the following:

**Art 216** Survey of Art History, Gothic to Modern and a choice of one advanced course in art history

**Engl 210** Foundations of Literature and a choice of one advanced course in literature

**Hist 115** Western Civilization to 1715;

**Hist 116** Western Civilization 17th Century to the Present; and a choice of either **Hist 345**, European Intellectual History of the 17th and 18th Centuries, or **Hist 346**, European Intellectual History of the 19th and 20th Centuries

**Phil 110** Philosophical Problems and a choice of one advanced course in

philosophy

**Rel 112** History of Christianity and **Rel 113** Introduction to Old Testament Studies or one other course in religion. Three additional credits in one of the following areas: Art History, English, History, Music History and Literature, Philosophy, Religion and Theatre History and Literature

Senior Year Requirement consists of satisfactory completion of a Humanities Senior Seminar or of comprehensive written and oral examinations offered by an inter-departmental committee of three faculty, including the student's advisor and faculty from two other departments involved in the Humanities program.

For course descriptions see appropriate departmental statements.

## Faculty

Contributing Faculty from the Humanities, Literature and Fine Arts areas

# Integrative Studies Area

The basic goal of the Integrative Studies Area is to foster courses which provide integrated perspectives and allow students to apply aspects of several disciplines to contemporary problems and issues. Training in multi-perspective thinking is valuable preparation for the assumption of civic responsibilities and for many careers which demand broadly based expertise and problem-solving aptitudes.

The Integrative Studies Area provides a curricular home for freshman and senior seminars, for a variety of interdisciplinary courses, and for the cross disciplinary programs in American Studies, International Studies and Religious Studies. (See their individual program descriptions for details.)

Courses in the Integrative Studies Area that satisfy the General Education requirement are:

**ISA 110** Great Ideas of the Western World (Part A, Humanities)

**ISA 111** Human Creativity: The Fine Arts (Part A, Fine Arts)

**ISA 120** Science and Society (Part B)

**ISA 121** Seminar on Women and Art (Part B)

**ISA 122** Visual Thinking: An Approach to Problem Solving (Part B)

**ISA 125** Theories and Techniques of Human Interaction (Part B)

**ISA 220** Art and Society in Germany and Austria in the 20th Century (Part B)

**ISA 221** Ethnobotany: Plants and People (Part B)

**ISA 222** Environment and Behavior (Part B)

**ISA 223** Introduction to Global Perspectives (Part B)

**ISA 225** Field Studies in Hawaii (Part B)

**ISA 227** Human Sexuality (Part B)

**ISA 321** Studies in Florence and Rome (Part B)

**ISA 322** Women, Culture and Society (Part B)

**ISA 323** Agriculture, Energy, and World Equity (Part B)

**ISA 325** Contemporary Cultures of the Northwest (Part B)

**ISA 327** Language and Power (Part B)

**ISA 422** Modern Arts Seminar: (Part B)

**ISA 429** Seminar: The Idea of Progress (Part B)

The Integrative Studies Area also presents a thematic program within Part B of the General Education Program. This special Part B program offers several courses

built around a central theme and presents such related co-curricular activities as films, special discussion groups, and speakers.

### **Internship Program**

Primarily through the Integrative Studies area, the University offers an internship program, open to all students. Three types of internships are available:

**1. Insight Internship** Open to second semester freshmen and sophomores, the insight internship provides students with the opportunity to acquaint themselves with fields of career interest. Insight interns work in an office, agency, or institution for 6-8 hours weekly, and earn 1/2 credit.

**2. Major Program Internship** Major Program Internships are open to juniors and seniors, and are designed to widen the students' knowledge of their major fields by working 10-12 hours a week in offices, agencies, and institutions related to the major, earning 1 to 2 credits, depending on the time spent at the intern site.

**3. Professional Internship** For a limited number of seniors, professional internships provide on-the-job experience with para-professional standing. Students work 15-18 hours a week, usually for two credits. Only well prepared and highly motivated students qualify for these internships.

All internships are supervised and evaluated by on-campus and off-campus supervisors and must be approved by the Associate Dean of the College of Liberal Arts.

The Integrative Studies Area faculty is drawn from all departments of the College of Liberal Arts and varies from semester to semester depending on course offerings.

### **Faculty**

Thomas H. Hibbard, Associate Dean of the College of Liberal Arts, Coordinator.

## **Course Descriptions**

### **110 Great Ideas of the Western World**

An interdisciplinary freshman seminar to explore the intellectual heritage of Western civilization. This inquiry will examine central ideas and values in classical, medieval, and modern thought as reflected in great works of literature, philosophy and culture. The course seeks understanding of major past and present concerns regarding the human situation. Emphasis is placed upon achieving competency to read perceptively, think logically, write and speak clearly, and utilize the library effectively. *Fall or Spring*. Humanities Staff.

### **111 Human Creativity: The Fine Arts**

A course providing an aesthetic framework for discussion of various performances on and off campus during the

course of the semester. The course will discuss principles of aesthetics and artistic philosophy with relation to music, art, drama and some literary forms, and will serve to provide a basis for the observance of specific performances in each area. Will necessitate time outside class for the involvement of the student as a listener to certain performances selected by the instructors. *Fall or Spring*. Fine Arts Staff.

### **120 Science and Society**

This seminar will explore the development and undertakings of science as they relate to social change, cultural values and creative problem solving. Scientific methodology will be treated as a method of understanding and controlling natural phenomena, as an exercise in creative thinking, and as an agent for social change. The course will deal with problems of ethics and ambiguity arising from the applications of science. Technology will be explored in its roles of both curing and causing social problems. *Fall or Spring*. Social Science/Natural Science Staff.

### **121 Seminar on Women and Art (1/2)**

There will be discussion of selected 19th and 20th Century European, American, and Third World Women visual artists and writers. Their lives and their art work will be examined through slides, films, articles, journals, texts, and guest speakers. *Second half-semester. Every fall*. Johns.

### **122 Visual Thinking: An Approach to Problem Solving**

An interdisciplinary freshman seminar to develop the fluent and flexible production of ideas in a context of problem-solving. Alternate models of thinking will be explored with special emphasis upon visual-thinking: seeing, imagining and drawing. Study and practice of explicit problem-solving strategies. Upperclassmen admitted with permission of instructors. *Fall or Spring. Alternate years*. Devery, Iltis.

### **125 Theories and Techniques of Human Interaction**

Interpersonal relating skills for listening to others, expressing oneself, clarifying values, solving problems, and changing interaction patterns. Intra-personal skills for resolving internal conflict, exploring new potential, seeing developmental stages, meeting individual needs, strengthening personality traits, and changing basic attitudes. The course is practical in its approach, although it is up to the student whether he or she chooses to apply the material to real life situations. *Every semester*. Canning.

### **130 Minorities Seminar (1/2)**

A recommended course for all minority students, the Minorities Seminar serves as an extensive orientation to a meaningful college education at Willamette University. Special attention is given to identity and

adjustment problems of minority students at a predominantly white, middle class school located in an overwhelmingly white community. Supplementary readings, guest speakers, participation in campus cultural and intellectual life, discussion of academic and professional goals and issues, and study of minority cultural roots are featured activities in the course. Prerequisite: New-student status recommended. *Fall*. Staff.

### **220 Art and Society in Germany and Austria in the 20th Century**

The course will deal with art and society in Germany and Austria in the 20th Century. Topics included are: art at the turn of the century in Vienna; art and World War I; art and technology; aesthetic and political currents in the Twenties; the artist between individual creativity and social commitment; the role of art in Hitler's Germany; anti-facist art; German art after World War II in East and West Germany. *Alternate falls*. Fischer.

### **221 Ethnobotany: Plants and People**

An interdisciplinary course focusing on plants in relation to human needs and cultural practices; role of plants in shaping the development and course of civilizations; uses of plants in modern societies; value of wild as well as cultivated plants for food and clothing, for medicinal purposes, in artistry, as religious symbols, and as potential energy sources; optimal use of plant resources and the impact of present political policies and agricultural practices on future societies. Prerequisite: Biol 110. *Alternate springs*. Kephart.

### **222 Environment and Behavior**

An introduction to a broad range of interactions with social, built, and natural environments. Interpersonal and cross-cultural forces will be included in the analysis of problems, methods, and models of man. Not open to freshmen. *Alternate falls*. Kaestner.

### **223 Introduction to Global Perspectives**

This course integrates the perspectives of several disciplines — anthropology, foreign culture studies, economics, geography and politics, among others — to examine world patterns of interaction. Emphasis on the global context and cross-cultural comparisons with the goal of increasing awareness of the diversity of our world and the trends toward increasing interdependence of nations and peoples. *Spring*. Gentzkow, Hanson, Shay.

### **225 Field Studies in Hawaii (1/2 or 1)**

A field course consisting of lectures and field trips which will touch on the following topics related to Hawaii: description of the Islands and the causes of the present appearance based upon geological, biological, sociological and cultural information. Special emphasis will be placed on the geological formation,

biological aspects (present distributions and the origins of the flora and fauna), and present major activities (i.e., sugarcane and pineapple agriculture, impact of the tourist industry, astronomical research centers with major activities, environmental quality control, methods of preserving and maintaining original habitat and culture, etc.). Also, some aspects of the immediate marine environment will be investigated. *Post-session*. Breakey.

### **227 Human Sexuality**

This course is designed to provide students with a broad range of information and opportunity to explore their attitudes, values, and decisions about sexuality. The physical, psychological, and social factors that underlie human sexuality are explored through lecture-discussion sessions, small group activities, and guest presentations. *Alternate springs*. Hawke, Alley.

### **235 Introduction to Language and Linguistics**

An introduction to the scientific study of language. The course examines the nature of human and non-human language, discussing particularly the distinguishing features of human language; the processes by which languages grow and change; the nature and scope of linguistic diversity; the interlocking relationships between sound, meaning and syntax. The course is intended to introduce the student to basic theories and methodologies for analyzing language. *Fall*. Linguistics staff.

### **321 Studies in Florence and Rome**

This post-session seminar will make full use of the riches of these two cities in discussions, tours, and a great number of on-the-spot inspections of works of art and architecture. Participants should be prepared to involve themselves completely and interestedly in the proceedings. Course requirements include full participation in tours and discussions, reflecting one's individual reaction to old and modern Florence and Rome. In addition, students taking the course for one-half credit will write a final essay; those taking the course for full credit will write a final essay and complete a special project. *Post session, every second year*. Birnbaum and Hull.

### **322 Women, Culture & Society**

We will study and compare the perceptions of women in western and non-western cultures at different historical periods in order to understand (1) the relationship between the way a society regards its women and the nature of its political, economic, and religious systems, and (2) the manner in which societal images of women and what is expected of them are popularized and institutionalized. We will address the question of female oppression and examine the variety of forms it may take in different

cultures (and societies). Students will read theoretical, literary, journalistic, and empirical works and analyze television, cinema, arts, the fashion industry, and their particular academic discipline using gender as a category. Open to juniors and seniors. Closed to freshmen. *Spring*. Bald, Markowitz.

### **323 Agriculture, Energy, and World Equity**

This class will survey several typical agricultural systems, note the resources needed for them, and examine some of the political, social, economic, and ecological factors which have made some groups and societies affluent and others poor. Possible solutions to problems of resource scarcity and inequality will be considered. Prerequisite: Junior standing and some background in sociology, political science, environmental science, economics, or agriculture. *Alternate springs*. R. Ireson.

### **325 Contemporary Cultures of the Northwest**

A course designed to consider contemporary Northwest issues in a cultural perspective using methods from the Humanities and the Social Sciences. Students will pursue individual research projects while studying the Northwest as a cultural region. History and literature of Oregon and the Northwest will be emphasized to provide a context for speculation about the present and future development of the region. Time and space dimensions of culture will be stressed to help students acquire a sense of the dynamic relationships between the human presence and the region's biophysical environment. Prerequisite: English Proficiency Requirement. *Fall*. Berberet, Long.

### **327 Language and Power**

Language has become a problem in the modern world: its expanding role as a means of global communication has, at the same time, accented the barriers to human understanding posed by competing world views concealed within languages. The impact of this breach in language has been especially acute in the political arena where differing views have become polarized into ideological systems. As a result, power, rather than argument or persuasion, has become the normal means for achieving one's ends. Furthermore, ethical responses become almost impossible when issues are decided on the basis of power. This seminar will address, through case studies, the relationship of language and power in the modern world and their impact on politics and ethics. *Fall*. Collins, McGaughy.

### **331 The Continental Novel**

A study of representative European novels (in English), tracing the development of Romanticism, Realism, and Naturalism in the 18th and 19th Centuries, and of the modern novel in the 20th Century.

Novelists studied include Chekhov, Turgenyev, Dostoevsky, Flaubert, Zola, Goethe, Mann, Hesse, Unamuno, Camus, Robb-Grillet, and Solzhenitsyn. Prerequisite: English Proficiency Requirement. *Alternate Springs*. Birnbaum.

### **341 Medieval Literature: Dante**

A close reading of Dante's masterpiece, *The Divine Comedy*, and also Dante's youthful spiritual autobiography, *The New Life*. Lectures on medieval politics, religion, philosophy, music and art. The goal is to bring to life for the student the thought and imagination of this important era of Western European culture. Prerequisite: English Proficiency Requirement. *Alternate falls*. Birnbaum.

### **350 Statistics for the Behavioral Sciences I: Descriptive (1/2)**

This is an introduction to Descriptive Statistics including the following topics: introduction to symbols; summation; number scales; frequency distributions and graphing; percentiles; measures of central tendency; measures of variability; the normal curve; correlation and regression. Classroom time is devoted to lectures, question/answer periods and quizzes. This course is a prerequisite for Statistics for Behavioral Sciences II: Inferential. *Fall. First half semester*. Kaestner.

### **351 Statistics for the Behavioral Sciences II: Inferential (1/2)**

This is an introduction to Inferential Statistics including the following topics: introduction to probability; hypothesis testing and interval estimation; analysis of variance; statistical power analysis; chi-square contingency testing and other non-parametric methods. Classroom time is devoted to lectures, question/answer periods, and quizzes. Prerequisite: ISA 350. *Fall. Second half semester*. Kaestner.

### **422 Modern Arts Seminar**

An intensive study of concepts and techniques in the literature and arts of the nineteenth and twentieth centuries. Prerequisites: junior or senior standing; one literature and/or art history course. *Alternate falls*. Staff.

### **429 Seminar: The Idea of Progress**

This course will explore and challenge the idea of progress from a variety of perspectives: historic, philosophic, economic, and ecologic. It questions the specific reductionist idea of economic growth as progress as well as certain assumptions underlying the broader world view of progress found in Western civilization. The student is confronted with the current values issues of concern to our society, including the environmental crisis and the meaning of progress within the physical and social environments. Consent of the instructor. *Every fall*. Beaton, LaFreniere.

### **496 Seminar in American Studies**

An interdisciplinary course providing opportunity for American Studies majors to

integrate material through reading commentaries on American Life. Opportunities will be given for individual projects. Required for majors. *Spring*. American Studies Staff.

#### **497 Humanities Senior Seminar**

A comparative study of the thought and artistry of major writers selected on the basis of their contributions to the development of western culture within the context of a movement or historical period. Team-taught by faculty in humanities subject fields and designed to provide seniors or second-semester juniors majoring in these subjects with an opportunity to synthesize their liberal arts experience. Variable

content. Seminar paper may also be accepted as an alternative means of senior evaluation by the student's major department. *Spring*. Staff.

#### **498 Alternative Futures Senior Seminar**

Integration and synthesis of content of diverse undergraduate disciplinary course work within a future-based context. Development of societal and personal alternative future scenarios in addressing widely perceived humanistic, social, political and environmental problems of the present. Each student will complete a research project related to an actual problem and its future implications, in addition to group

consideration of implications for individual lives and values. *Alternate springs*. Staff.

#### **Liberal Studies:**

#### **240 Introduction to Management in Business and Government (1/2)**

An introduction to administrative functions (finance, marketing, management, human resources) performed in business and government organizations, and to the impact of the social, political, legal and economic environment upon business and government. Prerequisite: Sophomore standing or above. *Fall*. Archer.

## International Studies

The International Studies major is offered through an interdisciplinary program which integrates social, cultural, economic, political, geographic, and historical perspectives in the examination of the relationships among nations. It seeks to develop an awareness of the dramatic trends toward increased interdependence, and the fact that many problems or issues which have been regarded as primarily domestic can no longer be understood or resolved without consideration of the global context.

The program also aims to provide majors with a recognition of the importance of cultural diversity through grounding in a specific foreign culture and language as an essential complement to the international courses in the curriculum. Each major must satisfy the foreign language requirement for the Bachelor of Arts degree. To facilitate achieving these objectives, the curriculum is divided into three complementary components: a Global Context, a Regional Focus and a Cultural Emphasis.

The International Studies major is prepared to enter graduate training in various fields of international relations and area specialization. Careers in international business and government are often sought as well as careers in teaching, journalism and related fields. The major is good preparation for entry into law school.

All majors take the five core courses comprising the Global Context. Each major then selects a Regional Focus: Western Europe, Eastern Europe, Hispanic, or East Asia. Knowledge at the regional level will develop through three required courses which deal with the politics, economics and history of the selected area. Majors will also develop grounding in a specific foreign language and culture within their region. It is possible for a

major, building upon the core courses, to design a thematic or global special emphasis, substituting appropriate courses at either the regional or cultural level or both. Student proposals for a special emphasis must be prepared before the end of the sophomore year, have a supervising committee of at least three faculty members, and be approved by the International Studies Program faculty.

The Senior Year Experience requirement will be met by successful completion of the Seminar in International Relations (Poli 421) and the Senior Oral Examinations in International Studies.

#### **Faculty**

Suresht Bald, Associate Professor, Political Science  
Adele Birnbaum, Associate Professor, English  
James Bjorkquist, Associate Professor, Sociology  
Paule Drayton, Professor, French  
William Duvall, Professor, History  
Peter Eilers, Assistant Professor, Earth Science  
Ludwig Fischer, Assistant Professor, German  
Christine Gentzkow, Assistant Professor, German  
Francoise Goeury-Richardson, Associate Professor, French

James Hanson, Professor, Economics  
Thomas Hibbard, Professor, Economics  
Carol Long, Associate Professor, English  
Barbara Mahoney, Instructor, History  
Francis Kent Markus, Associate Professor, History  
Kenneth Nolley, Professor, English  
Magda Schay, Assistant Professor, Russian  
Theodore Shay, Professor, Political Science

John Uggen, Assistant Professor, Spanish  
Marta Velez, Associate Professor, Spanish

Majors are required to take the following courses:

#### **Core Courses**

**ISA 223** Introduction to Global Perspectives

**Poli 232** Introduction to International Politics (Prerequisite: one survey course, POLI 111-114)

**Erth 230** World Geography

**Econ 353** International Economics (Prerequisite: ECON 130 Principles of Economics)

**Poli 421** Seminar in International Relations

#### **Regional Focus Alternatives**

##### **Western Europe**

**Poli 231** Western European Political Systems

**Econ 351** Comparative Economic

## Systems

**Hist 116** Western Civilization, 17th Century to the Present

## Eastern Europe

**Poli 342** Communist Political Systems

**Econ 351** Comparative Economic Systems

**Hist 116** Western Civilization, 17th Century to the Present

## Hispanic

**Poli 324** Political Systems of Developing Countries

**Econ 352** Economics of Developing Countries

**Hist 116** Western Civilizations, 17th Century to the Present

## East Asia

**Poli 340** Asia and the International System

**Poli 324** Political Systems of Developing Countries

or

**Poli 342** Communist Political Systems

**Econ 351** Comparative Economic Systems

or

**Econ 352** The Economics of Developing Countries

Within the Regional Focus, each student is to select a cultural emphasis. The Western Europe focus has three possible cultural specialties:

## Britain

**Engl 250** Introduction to Structural and Transformational Grammar (1/2 cr.)

**Engl 251** History of the English Language (1/2 cr.)

**Engl 214** Survey of British Literature II

**Engl 348** Modern British Literature

**Hist 349** History of Modern England

## France

**Fren 331** French Composition and Discussion

**Fren 333** History of French Civilization

**Fren 430** History of French Thought

**Hist 350** History of Modern France

## Germany

**Germ 331** German Composition and Discussion

**Germ 333** Contemporary German Culture

**Germ 430** History of German Thought

**Hist 351** Germany: From Bismarck to Hitler

The Hispanic focus has the following cultural specialty courses:

## Hispanic

**Span 331** Spanish Composition and Discussion

**Span 430** History of Hispanic Thought

**Span 333** Hispanic Civilization

**Hist 332** Latin America From Independence to Recent Times

The Eastern Europe focus has the following cultural specialty courses:

## Soviet

**Russ 331** Russian Composition and Discussion

**Russ 333** Russian Civilization and Culture

**Russ 431** Russian Literature: Modernism and Revolution

**Hist 352** History of Modern Russia

The East Asia focus has the following cultural specialty courses:

## Asian

**Jap 314** Japanese Literature in Translation

**Jap 331** Seminar in Japanese Language

**Hist 250** History of Modern China

or

**Hist 335** A Cultural History of Japan

**Rel 231** Japanese Religious History

International Studies majors are encouraged to participate in appropriate foreign study experiences, and courses taken abroad may often be substituted for required courses in the program. Students are reminded of the option of designing their own emphasis described earlier.

Facilities are those provided by departments from which the International Studies courses are selected.

For course descriptions, see appropriate departmental statements.

# Mathematics

A phenomenon of the second half of the 20th Century has been the increasing mathematization of many fields of human endeavor. In addition to the natural sciences and engineering, the social sciences and humanities are now being examined quantitatively and are making significant use of mathematics. The liberally educated mathematical scientist is needed to meet the challenges presented by today's problems.

Courses serve those who wish to make mathematics a part of a liberal education, those who desire a mathematics background for other disciplines, those who wish to minor in mathematics, and those who wish to major either in Mathematics or in Computer Science/Mathematics.

Mathematics majors choose careers as teachers, statisticians, industrial mathematicians, research workers in the biological, management, or social sciences, computer programmers or analysts, and actuaries. Their training can also serve as a stepping stone to professional training or graduate work in a variety of fields.

A Mathematics major requires eight credits in mathematics courses numbered 241 or above and must include Seminar in Mathematics. The seminar serves as the senior year experience and involves oral presentation of research and reading topics.

Computer Science/Mathematics majors can choose careers associated with mathematically or scientifically oriented computer systems. As for Mathematics majors, their study can also lead to professional training or graduate work in computer science.

A major in Computer Science/Mathematics requires the following

courses: six approved courses in mathematics including Math 241, Math 242, and Math 243; five approved courses in computer science including CS 231, CS 232, CS 341, and CS 342; three approved courses in a supporting area, a subject field in which computer science and mathematics find application; and the course, Senior Project in Mathematics and Computer Science, which serves as the senior year experience.

A minor in Mathematics requires five approved courses in mathematics numbered 241 or above and Introduction to Computer Science I (CS 231).

## Faculty

Stephen K. Prothero, Associate Professor, Chair

Jack H. Hafferkamp, Associate Professor

Richard Samuel Hall, Jr., Professor

Richard Illis, Professor

Anna Penk, Visiting Professor

Junpei Sekino, Assistant Professor

Henry Lennstrom, Instructor, (part-time)

## Course Descriptions

### 010 Intermediate Algebra (1/2)

A review of basic Algebra followed by a treatment of such topics as: polynomials, fractions, radicals and exponents, graphing, and the solution of systems of linear equations. *Fall and Spring*. Staff.

### 130 Techniques of Mathematics

A course to provide students with the necessary mathematical skills to interpret and use the mathematics they will be faced with in everyday life. Topics include: Practical Arithmetic, Elementary Algebra, Applied Geometry, Computer Literacy, Practical Statistics. *Fall and Spring*. Staff.

### 135 Elementary Functions

A study of the properties and graphs of elementary functions. Topics include: graphs of equations, conic sections, polynomial functions, exponential and logarithmic functions, trigonometry. *Fall and Spring*. Staff.

### 137 Introduction to Finite Mathematics (1/2)

An elementary treatment of the following topics: counting, probability, vectors and matrices, linear programming, and game theory. *Spring*. Staff.

### 138 Elementary Statistics

Methods of describing and analyzing data; application of statistics to examples drawn from the behavioral and natural sciences. *Spring*. Staff.

### 230 Elements of Calculus

A non-rigorous development of calculus stressing applications from areas outside the physical sciences. Not intended for the student who plans to take more mathematics. *Fall and Spring*. Staff.

### 241-242 Analytic Geometry and Calculus I & II (241 counts for only 1/2 credit if student has completed Math 230)

Analytic geometry in rectangular and polar coordinates; differential and integral calculus of a single variable; infinite series; and applications. *Fall and Spring*. Staff.

### 243 Analytic Geometry and Calculus III

Three-dimensional analytic geometry; partial differentiation; vector calculus; multiple integration; line integrals; and applications. *Fall and Spring*. Staff.

### 253 Linear Algebra

Vector spaces; linear transformations, matrices, and systems of equations. Prerequisite: Math 242. *Spring*. Staff.

### 263 Discrete Mathematics

Introduction to basic techniques and

modes of reasoning of combinatorial problem solving. Topics will be chosen from: graph theory, combinatorics, applied algebra. Prerequisite: Math 242 or consent of the instructor. *Spring*. Staff.

### 333 Probability and Statistics

Mathematical foundations of probability and statistical theory; application of derived formulae to the interpretation of data. Prerequisite: Math 243. *Twice every three years in rotation with Math 346, 354, and 434*. Staff.

### 344 Differential Equations

Elementary differential equations; linear equations of second order; Laplace transformations; infinite series solutions. Prerequisite: Math 243. *Fall*. Staff.

### 346 Advanced Calculus

A study of the concepts of calculus from an advanced standpoint. Includes the real numbers, real valued functions, differentiation and integration, vector valued functions, line and surface integrals, sequences and series. *Twice every three years in rotation with Math 333, 354, and 434*. Staff.

### 354 Modern Algebra

Number systems, elementary number theory, groups, rings, fields, properties of polynomials, matrices, applications. Prerequisite: Math 243. *Twice every three years in rotation with Math 333, 346, and 434*. Staff.

### 434 Applied Mathematics: Optimization

Formulation of problems in mathematical terms, solution of the problems, interpretation and evaluation of the solutions. Topics will be chosen from among the following: inventory problems, growth and survival models, programming, scheduling, Markov chains, games, queuing problems. Prerequisite: Math 253 or consent of instructor. *Twice every three years in rotation with Math 333, 346, and 354*. Staff.

### 444 Complex Variables

Complex numbers, limits, differentiation, analytic functions, integration, conformal mapping, Riemann surfaces, applications. Prerequisite: Math 243. *Alternate years*. Staff.

### 445 Numerical Analysis

Application of numerical methods to the solution of mathematical problems. Numerical differentiation and integration and solutions of differential equations. Prerequisite: Math 243. Co-requisite: Computer Programming. *Alternate years*. Staff.

### 455 Topology

Fundamentals of set theory and topological spaces, especially metric spaces and the properties of connectedness and compactness; continuous functions and homeomorphisms. Prerequisite: Math 243 and consent of instructor. *On demand*. Staff.

### 490 Independent Research (1/2)

Directed research to investigate topics of special interest under the guidance of a faculty member. Topics chosen on the basis of the background and interests of the individual student. Prerequisite: Permission of the instructor. *On demand*. Staff.

### 491 Advanced Independent Study (1/2)

A course of directed research designed to enable the exceptional student to continue the investigation of topics of special interest under the guidance of a faculty member. Prerequisite: Consent of instructor. *On demand*. Staff.

### 499 Seminar in Mathematics (1/2)

Independent study selected in consultation with the mathematics faculty and presented to the class. Required for mathematics majors. Prerequisite: Senior standing and consent of instructor. *Spring*. Staff.

# Music

The purpose of the Willamette University Music Department is to educate students for careers of musical leadership in music education, musical performance and music therapy within the broad spectrum of a liberal arts education. It also affords the general student an opportunity to study the literature of music approached in a way designed to develop basic musicianship, the ability to perform the literature well, and a set of principles and terms that lead to a fuller intellectual grasp of the art.

Courses in the Music Department that meet the General Education requirement are:

**Music 112** Music Literature and Practicum (Part A, Fine Arts)

**Music 114** Musica Viva (Part A, Fine Arts)

**Music 116** Understanding Opera (Part A, Fine Arts)

**Music 117** The Art of Listening (Part A, Fine Arts)

**Music 210** The Music of America (Part A, Fine Arts)

**Music 219** The Age of Beethoven (Part A, Fine Arts)

A music handbook, in which policies are spelled out in a detailed manner, is distributed to all music students every year. Any student contemplating a major in music is strongly urged to read this handbook thoroughly.

For music majors the following degree programs are available:

## **Bachelor of Music in Performance**

The Bachelor of Music in Performance is a professional program for those students who are preparing for careers as performers, scholars, private teachers, and as teachers at the college level. Majors are offered in voice, piano, organ, strings, woodwinds, brass and percussion instruments.

## **Bachelor of Music Education**

The Bachelor of Music Education is the basic professional program for students who plan to teach music at the elementary or secondary level. This degree satisfies all the requirements for teacher certification with the Basic Norm in Music for the State of Oregon. Willamette has had a tradition of excellence in Music Education and many Willamette graduates hold distinguished posts in music education throughout the Pacific Northwest, California and Canada.

## **Bachelor of Music in Music Therapy**

The music therapy program is a professional program for students who are

working with children and adults needing special services because of emotional, learning, or physical disabilities.

Willamette University is one of four schools on the West Coast which has an accredited music therapy program. The curriculum is approved by the National Association for Music Therapy to prepare students for eligibility for certification/registration with NAMT. Students applying for registration with NAMT are required to achieve a C average or better in all Music Therapy courses. A six-month clinical internship is required following all course work prior to registration with NAMT.

## **Double Degrees in Music and Liberal Arts**

In a rare case a student may wish to earn a liberal arts degree as well as a professional music degree from Willamette. It is important for such a student to consult the catalog section on double degrees (p. 7) and the Registrar's Office for information regarding the specific requirements which must be met to earn both degrees.

## **Admission, Scholarships and Financial Aid**

Music students applying for admission are required to audition before members of the music faculty. If an applicant is unable to appear personally, a performance tape may be sent in lieu of the personal audition and interview. The audition and interview may be arranged at one of the regional audition centers. In order to be considered "Music Majors" all entering students must complete an audition.

A number of music scholarships, as well as institutional financial aid, are awarded to entering students. Student employment opportunities under the Federal Work-Study program also are available to music students; these include accompanying, work in the Music Library, and various secretarial and clerical jobs. Information regarding employment may be obtained from the Music Department Chair or the Director of Student Financial Aid.

## **Facilities**

The Fine Arts Building houses the band, orchestra and choir rehearsal rooms, faculty studio-offices, 16 practice rooms, and the 1,250-seat G. Herbert Smith Auditorium. The Music section of the library contains a comprehensive and up-to-date collection of musical scores, books, microfilm and recordings. A collection of orchestra and band instruments is available to music students.

## **Concerts and Recitals**

The Music Department presents a regular series of concerts and recitals by university ensembles, students and faculty. It also offers a Distinguished Artists Series of guest artists who perform and present master classes on campus. These are open to the public and music majors are required to attend. In addition, the Music Department sponsors a weekly student recital, to provide students with the opportunity to play before an audience of peers and to experience the repertoire of the various media.

All music majors are encouraged to perform in these recitals and all performance majors are required to do so at least once each semester except for the first semester. Music students and faculty engage in extensive concert activities both on and off campus. The major performing ensembles of the Department tour regularly throughout the Northwest, California and Canada.

## **Music Ensembles**

Willamette music ensembles, which are open by audition to all students in the University regardless of major, include:

**Willamette Chamber Orchestra**  
**University Choir**  
**Willamette Symphonic Band**  
**Willamette Singers**  
**Willamette Opera Theatre**  
**Chamber Music Ensembles**  
**University Jazz Ensemble**  
**University/Community Choir**

Music majors are required to participate

in at least one large ensemble (orchestra, band, choir or opera theatre) every semester. Voice performance majors may count major roles in the Opera Theatre toward fulfilling four semesters of their ensemble requirement.

### Instrumental Proficiency Requirement for Music Majors

No later than the first semester of the senior year all candidates for music degrees must demonstrate on some instrument, or in voice, a skill level equivalent to that normally expected after three or four years of private study, depending upon the degree sought. A minimum of one year of college-level study on that instrument must precede the satisfaction of this requirement. (Performance majors see Sophomore Evaluation section for performance requirement.) The instrumental Proficiency requirement is satisfied by an audition before a faculty jury or by performing in a student recital. The repertoire for this audition must include at least one piece from each of the applicable major periods. One composition must be memorized; for singers, all pieces must be memorized. In addition to this, all music therapy and music education majors must satisfy a functional piano requirement.

### Senior Projects and Senior Recitals

During the senior year, each music major must either satisfactorily complete a Senior Project, a Senior Evaluation, or present a Senior Recital, depending upon the degree sought.

The various majors satisfy this requirement as follows: Performance Majors — A Senior Recital; Music Therapy Majors — a Senior Project; Music Education Majors — a Senior Evaluation. Each student majoring in Music under the Bachelor of Arts or Bachelor of Science programs will be involved in the course Musc 490-Independent Project (1/2-1 credit).

### Curricula

All music majors must satisfy a set of basic music requirements, as well as an additional set of requirements specific to each degree program. In addition, professional degree candidates must also satisfy the University's 7-credit General Education Program (see p. 11) and the proficiency requirements in English and Mathematics (see p. 8).

### Basic Music Requirements for all Professional Degree Music Programs

Fundamentals of Music (determined by placement exam)	entry level	1 cr.
Introduction to Music		
Literature	entry level	1/2 cr.
Ear Training I, II, III, IV		2 cr.
Music Theory I, II, III, IV		2 cr.
Music History		2 cr.
Applied Instruction		1-1/2 cr.
Ensembles		2 cr.
		<hr/> 9-1/2-11 cr.

### Additional Requirements

#### B.M. in Performance (instrument other than voice)

1 credit from: Style Analysis, Counterpoint	1 cr.
Music History Period Course	1 cr.
Applied Instruction	6-1/2 cr.
Senior Recital	1/2 cr.
	<hr/> 9 cr.

#### B.M. in Performance (voice)

1/2 credit from: Style Analysis, Counterpoint	1/2 cr.
Music History Period Course	1 cr.
Applied Instruction	6-1/2 cr.
Diction for Singers I and II	1 cr.
German, French (one year each)	2-4 cr.
Senior Recital	1/2 cr.
	<hr/> 13-1/2 cr.

### Bachelor of Music Education

#### Additional Music Requirements

Basic Conducting	1/2 cr.
Secondary Applied Classes	1-1/2 cr.
	<hr/> 2 cr.

#### Education Course Requirements

Introduction to Teaching The School, Teacher and Student	1/2 cr.
Teaching of Reading	1/2 cr.
Public School Music Methods — Elementary, Classroom, Vocal and Instrumental	1-1/2 cr.
Psychological Foundations of Education	1 cr.
Principles of Teaching	1 cr.
Supervised Teaching	1-1/2 cr.
	<hr/> 6-1/2 cr.

### Additional Requirements

#### B.M. in Music Therapy

Music Therapy Courses and clinical practicum	5-1/2 cr.
Human Anatomy	1 cr.
Abnormal Psychology	1 cr.
Psychology of the Exceptional Child	1 cr.
Behavioral Science Electives	2 cr.
	<hr/> 10-1/2 cr.

### Bachelor of Arts and Bachelor of Science in Music

Music majors who are candidates for Bachelor of Arts or Bachelor of Science degrees should see the catalog section concerning the requirements and guidelines for the Bachelor of Arts and Bachelor of Science degrees (see page 7).

#### Required Courses:

Ear Training I, II, III, IV	2 cr.
Music Theory	2 cr.
Music History	2 cr.

Applied Instruction	1-1/2 cr.
Ensembles	1-1/2 cr.
Style Analysis or Counterpoint	1 cr.
Music History Period Course	1 cr.

### Based on placement exams, students may also be required to take:

Fundamentals of Music	1 cr.
	<hr/> 11 cr.

Note: Variable credit is given for Music 170, 270, 370 and 470: Applied Instrumental and Vocal Instruction I, II, III and IV. Performance majors, who take one-hour lessons each week and are expected to practice a number of hours weekly, earn one credit. Non-performance majors who take one-hour lessons each week earn 1/2 credit. Those who take one-half hour lessons each week earn 1/4 credit.

The minor program in Music consists of five credits in Music chosen from the following courses in consultation with the Music Department.

- A. 2-3 credits in Music Theory chosen from the following: Musc 131, 132, 133, 134, 231, and 232.
- B. 1-1-1/2 credits in Music History chosen from the following: Musc 112, 341, 342, 441, and 442.
- C. 1-1-1/2 credits in Applied Music and/or Ensembles chosen from the following: Musc 170, 030X, 031X, 032X, 033X, 034X, and 036X.

In addition, the music minor will choose two related credits, one each from Theatre and Art.

### Faculty

- James Cook, Professor (Piano), Chair  
 Amy Barlowe, Associate Professor (Violin)  
 Martin Behnke, Associate Professor (Bands)  
 Anita King, Assistant Professor (Piano, Music Theory)  
 Wallace Long, Assistant Professor (Choral Music)  
 Bruce McIntosh, Associate Professor (Cello)  
 Myra Staum, Associate Professor (Music Therapy)  
 Richard H. Stewart, Professor (Music Education)  
 Julio Viamonte, Associate Professor (Voice)  
 Maurice Brennen, Instructor (part-time) (Tuba)  
 David Crane, Instructor (part-time) (Horn)  
 John Doan, Instructor (part-time) (Guitar)  
 Laura Thomas Groves, Music Librarian  
 Marcia Hauff, Instructor (part-time) (Organ, Piano, Harpsichord)  
 Jeanne Johnson, Instructor (part-time) (Flute)  
 Mary Lott, Instructor (part-time) (Oboe)  
 Valerie McIntosh, Instructor (part-time) (Voice)

Ann Obenour, Instructor (part-time)  
(Bassoon)  
Terry Ostergaard, Instructor (part-time)  
(Percussion)  
Veronica Roth-Finigan, Instructor (part-time)  
(Piano)  
Catherine Schnelker, Instructor (part-time)  
(Piano)  
Carol Smith, Instructor (part-time)  
(Trumpet)

## Course Descriptions

### **Theory and Musicianship:**

#### **130A-130B Fundamentals of Music I & II** (1/2 cr. each)

Basic techniques and skills in intervals, scales, rhythm, triads and notation will be covered. The ear training aspect of the course will cover intervals, scales and the dictation of short motives. No previous experience in music is necessary. *Fall*. Barlowe.

#### **131 Theory I** (1/2)

The course will include the basic techniques of melodic analysis and the fundamental principles of 18th and 19th century diatonic harmony. Secondary dominants are introduced. Prerequisite: Music 130 or consent of instructor. *Fall*. McIntosh.

#### **132 Ear Training I** (1/2)

The course will closely parallel Theory I. Aural training, keyboard harmony and sightsinging will concentrate on one and two voice melodies and short diatonic progressions. Prerequisite: Music 130 or consent of instructor. *Fall*. McIntosh.

#### **133 Theory II** (1/2)

The course will provide the student with the study of modulations, seventh and chromatic chords. Formal analysis will include rondos, variations, binary and ternary form. Prerequisite: Music 131 or consent of instructor. *Spring*. McIntosh.

#### **134 Ear Training II** (1/2)

The ear training, keyboard harmony and sightsinging aspects will concentrate on progressions and melodies with secondary dominants and seventh chords. Aural analysis of form is introduced. Prerequisite: Music 132 or consent of instructor. *Spring*. McIntosh.

#### **190 Independent Study** (1/2 or 1)

Independent study in a course of one's choice. To be used at the discretion of an individual professor in order to fulfill a student's graduation requirements. Such option will usually be open only to seniors. *Every Semester*. Staff.

#### **231 Theory III** (1/2)

The course will provide the student with the study of theoretical techniques of 19th Century chromaticism. Formal analysis will include fugues, sonatas and sonata-rondos. Prerequisite: Music 133 or consent of instructor. *Fall*. King.

#### **232 Ear Training III** (1/2)

The course will continue Ear Training II in

aural skills, keyboard harmony and sight-singing with the addition of neopolitan and augmented sixth chords. Formal analysis will include fugues, sonatas, and sonata-rondos. Prerequisite: Music 134 or consent of instructor. *Fall*. King.

#### **233 Theory IV** (1/2)

The course will provide the student with the study of Impressionism and 20th Century techniques. Styles of Debussy, Bartok, Stravinsky, Schoenberg and Hindemith are studied in detail. Prerequisite: Music 231 or consent of instructor. *Spring*. King.

#### **234 Ear Training IV** (1/2)

The ear training aspect of course will introduce impressionistic techniques. This course will continue Ear Training III in keyboard harmony, sightsinging, melodic and harmonic dictation. Prerequisite: Music 232. *Spring*. King.

#### **255 Basic Conducting** (1/2)

Basic techniques of choral and instrumental conducting taught by specialists in each field. Techniques needed by music education majors and to enhance any musician's participation in a baton-conducted ensemble. Emphasis on practical problems to gain experience. Prerequisite: Music 131. *Spring*. Behnke.

#### **331 Style Analysis I** (1/2)

Fluent analytical techniques; application to selected scores. Analysis of all stylistic elements, with stress on form. Musical form in relation to the other stylistic elements and the historical style periods. Prerequisite: Music 233. *Alternate years*. King.

#### **332 Style Analysis II** (1/2)

Complementing Style Analysis I with repertoire performed in the semester. Other compositions from periods not covered in Style Analysis I. Prerequisite: Music 233. *Alternate years*. King.

#### **333 & 334 Counterpoint I and II** (1/2)

Literature, styles, forms and techniques of contrapuntal writing from the 16th through the 20th Centuries. Prerequisite: Music 231. *Alternate years*. King.

#### **335 Instrumentation** (1/2)

Instrumentation is the study of the various families of instruments: strings, woodwinds, brass, and percussion. Ranges and idiomatic scoring problems of each instrument will be learned. Scoring for like and unlike instrumental combinations and scoring for small groups of instruments will be emphasized. *Fall*. Stewart.

#### **431 Band Arranging/Orchestration** (1/2)

Scoring for large groups: band and/or orchestra. Knowledge of score and part writing will be demonstrated and performance of student scores will be done by the Willamette Symphonic Band and the Chamber Orchestra. *Spring*. Stewart.

### **Music History and Literature:**

#### **105 Audio Synthesis and**

#### **Recording** (1/2)

Audio Synthesis and Recording offers both

practice and theory. The theoretical aspect is a study of acoustics, especially as it relates to "music sound" and a study of that area of electronics that relates to the transduction and modification of audio/electronic signals. The theory then becomes practice as the student applies the theory to experiments in audio synthesis and recording. *Spring*. McIntosh.

#### **112 Music Literature and Practicum**

Music Literature and Practicum is being offered as 1/2 credit. The other 1/2 credit will be fulfilled by the student's involvement in the practical performing side of music through the study of an instrument in private lessons or through participation in choir, band, orchestra or opera theatre. Included in the course is a survey of the development of music literature with readings, projects and directed listening. The social background of the musical styles and information about the other arts and their relationship to musical developments will be included. The practicum part of the course balances the above by having the student deal with practical problems of bringing musical works to a performance level. *Fall*. Staff.

#### **114 Musica Viva**

This course is offered every other year. People with little or no experience in music can learn through this course to express themselves in a musical language. To attain this, the student will study musical aesthetics, music theory and history of the 20th Century. The class will be divided into three parts: lectures, discussions and performances of works that the students compose. *Fall*. McIntosh.

#### **116 Understanding Opera**

A comprehensive survey of the development of opera through all major musical periods. Understanding of opera as a musico-dramatic art form. Comparative study of operas set against historical events, within the framework of art in general. Designed primarily for non-music majors. *Alternate semesters*. Viamonte.

#### **117 The Art of Listening**

A study of music literature through the ages designed specifically for the liberal arts major having no background in music. Emphasis placed on the enhancement of musical perception as derived from a creative and insightful approach to listening. Will consist of a very general presentation of musical form and style of important composers. Includes reading, projects and directed listening to provide a chronological overview of music set against the social climate of its day. Relationships drawn between all of the arts, their relevance to and influence upon today's society. *Spring*. Barlowe.

#### **210 The Music of America**

The course will provide a historic and stylistic overview of the music of America, including sacred, secular, "serious," jazz,

pop, folk and "show" music. American music will serve as the basis for discussion of style in music generally, as well as discussions of music in this and other societies. *Fall*. Behnke.

### **219 The Age of Beethoven**

Major works of Beethoven, placed in historical perspective through a study of compositional styles before and after Beethoven to attempt to determine how his musical style reflects the Classic-Romantic spectrum of musical thought. Exploration of social change, artistic and philosophic thought from 1770 to 1830, with Beethoven's works interpreted in the light of the times of the French Revolution. *Alternate years*. Cook.

### **341 Music History: Ancient to 1700**

The changes in Western music history from Gregorian Chant through the beginning of polyphony, French and Italian music of the 14th Century, English and Burgundian music at the close of the Middle Ages and Renaissance music. Illustrations by means of class performances, score analysis and recordings. Readings in corollary cultural history. Prerequisite: Music 233 or consent of instructor. *Fall*. Cook.

### **342 Music History: 1700 to Present**

The changes in Western Music History from the early Baroque period through the Classic, Romantic and Modern periods. Illustrations by means of class performances, score analysis and recordings. Readings in corollary cultural history. Prerequisite: Music 233. *Spring*. Cook.

### **441 Music of the Baroque Era**

Vocal and instrumental literature of the Baroque era, from 1580 to 1730. Designed to provide a background for the understanding and appreciation of the modern revival of Baroque music. Emphasis on literature of practical value to school and amateur community groups as well as masterworks from the period. Attention given to performance practices. Prerequisite: Sophomore standing or above. *Alternate years*. Barlowe.

### **442 Introduction to Contemporary Music**

An analytical, historical and aural examination of the various musical idioms of the 20th Century, geared to provide the uninitiated listener with aural and intellectual bases for their perception. Designed primarily for Liberal Arts Majors. *Alternate years*. McIntosh.

### **443 Music Literature of the Romantic Era**

A class designed to study the music of the 19th Century from late Beethoven to Wagner. Includes a discussion of style, forms and general history of the period with outside listening required and in-depth analysis of the works. Designed primarily for music majors. *Alternate years*. Cook.

### **Applied Music:**

#### **154 Brass Class (1/2)**

Applied study at the beginning level. Class instruction. *Alternate years*. Behnke.

#### **155 Percussion Class (1/2)**

Applied study at the beginning level. Class instruction. *Alternate years*. Behnke.

#### **156 String Class (1/2)**

Applied study at the beginning level. Class instruction. *Alternate years*. Barlowe.

#### **157 Voice Class (1/2)**

Applied study at the beginning level. Class instruction. *Every semester*. V. McIntosh.

#### **158 Woodwind Class (1/2)**

Applied study at the beginning level. Class instruction. *Alternate years*. Stewart.

#### **159 Class Guitar (1/4)**

Development of applied guitar skills at the beginning level. Emphasis on techniques which can be applied in music therapy or music education. Preference given to music therapy and music education students. *Every semester*. Doan.

#### **170 Applied Instrumental and Vocal Instruction I (1/4-1/2-1)**

First Year. Development of applied instrumental and vocal skills, starting with student's level of attainment. (Before private study, piano students must be able to play all scales and music of the difficulty of Bach's two-part Inventions, and have permission of the instructor.) *Every semester*. Staff.

#### **235 Functional Piano (1/4)**

A course which is required for, and limited to, music education and music therapy majors. Includes basic piano technique of scales and arpeggios as well as the development of sight reading ability and preparation for adequate functioning at the piano in an educational or therapeutic setting. Prerequisites: Completion of Music 133 and 134. *Spring*. Staff.

#### **260 Seminar in the Art of Piano Accompanying (1/4)**

The study of the art of piano accompanying. Emphasis on sightreading and the development of the listening skills necessary for successful ensemble performance. Weekly seminar which includes live performances by students, lectures, discussions, and assigned listening. *Fall*. King.

#### **266 Diction for Singers I: English and Italian (1/2)**

Principles of phonetics for singing in English, Italian and Latin, including differences in pronunciation between spoken and sung vowels and consonants. Application of the International Phonetic Alphabet. *Fall*. Viamonte.

#### **267 Diction for Singers II: French and German (1/2)**

Principles of phonetics for singing in German and French. Including differences in pronunciation between spoken and sung vowels and consonants. Use will be made of the International Phonetic Alphabet. *Fall*. Viamonte.

#### **270 Applied Instrumental and Vocal Instruction II (1/4-1/2-1)**

Second year. Continuation of Music 170. May be repeated for credit. *Every semester*. Staff.

#### **370 Applied Instrumental and Vocal Instruction III (1/4-1/2-1)**

Third Year. Entrance to this course follows Music 270 and the satisfactory completion of the Instrumental Proficiency requirement. *Every semester*. Staff.

#### **470 Applied Instrumental and Vocal Instruction IV (1/4-1/2-1)**

Fourth year. Continuation of Music 370. *Every semester*. Staff.

#### **496 Senior Recital (1/2)**

Preparation by all Bachelor of Music candidates in Performance, and by other suitable candidates, of representative works from all appropriate major stylistic periods. Preceded by a preview; performed before a faculty jury. Required of all Performance Majors. *Spring*. Staff.

### **Music Therapy:**

#### **151 Introduction to Music Therapy (1/2)**

An overview and introduction to the field of music therapy as a professional career. Elements of diagnosis, treatment, and observation techniques are covered. Videotapes and observations of music therapists in the community are included. Open to non-majors. *Fall*. Staff.

#### **253 Music in Recreation and Special Education**

Recreation and educational use of music with normal and handicapped populations. Specific competencies are achieved in piano, recorder, guitar, autoharp, and other recreational instruments. Leadership and group management skills are practiced in class and in the preschool setting. No musical background necessary. Open to non-majors. *Spring*. Staum.

#### **354 Psychology of Music I**

Psychological and sociological foundations of music including the study of acoustics and anatomy of the hearing mechanism. Completion of a thorough review of literature in preparation for an experimental research project. Open to non-majors with junior standing. *Fall*. Staum.

#### **355 Psychology of Music II**

Experimental research methodology in music for the classroom, clinical setting, ensemble and private studio. Issues concerning cause and effect relationships related to music, science and life are discussed. Open to non-majors with junior standing. *Spring*. Staum.

#### **449 Music Therapy: Children (1/2)**

Study of methods and techniques in music therapy with children. Directed readings in the disorders and treatment methods utilized with children and adolescents in music therapy. Majors only. *Fall*. Staum.

#### **451 Music Therapy: Adults (1/2)**

Study of psychotherapeutic/counseling techniques, and music therapy techniques with adult psychiatric, adult medical disorders, and geriatrics. Directed readings in the disorders and treatment methods utilized with adults in music therapy. Majors only. *Spring*. Staum.

**452 Music Therapy Practicum** (1/4-1/2) Music therapy clinical work in community agencies with children, adolescents and adults. Clinical contacts include: learning, emotionally and physically handicapped children; law offenders; drug/alcohol dependent youth; adult psychiatric, medical rehabilitation and geriatric individuals and groups. Individual supervision. To be repeated four to six times for credit. Majors only. *Every semester*. Staum.

#### **Music Education:**

**258 Public School Music Methods—Elementary Classroom** (1/2)

Principles, procedures and objectives in school music on the elementary school level. Learning processes, maturation and materials are considered in adapting music study to the child. Class procedures; ensembles, programming and performance; general administration. Directed observation of elementary classroom music practice. Prerequisite: Music 133. *Spring*. Stewart.

**358 Public School Music Methods—Instrumental** (1/2)

Principles, procedures and objectives in school instrumental music on the elementary and secondary levels. Learning processes, maturation and materials are considered in adapting music study to the student. Class procedures; ensembles, programming and performance; general administration. Directed observation of instrumental public school music practice. Prerequisite: Music 133. *Spring*. Stewart.

**458 Public School Music Methods—Vocal** (1/2)

Principles, procedures and objectives in school vocal music on the elementary and secondary school levels. Learning processes, maturation and materials are considered in adapting music study to the student. Class procedures, ensembles, programming and performance; general administration. Directed observation of vocal public school music practice. *Fall*. Long.

#### **Music Ensembles**

**030X Willamette-Community Orchestra** (1/4)

A semi-professional chamber orchestra which unites university and community, student and professor, amateur and professional in the common cause of making music. The ensemble performs major works from all periods in four subscription series concerts each year. Prerequisite: Audition. *Every Semester*. McIntosh.

**031X Jazz Ensemble** (1/4)

Music in various modern ensemble styles will be studied through rehearsal and performance. Opportunities will be available for students to score for the group and to rehearse the group. May be repeated for credit. Co-requisite: Music 032X. *Every Semester*. Behnke.

**032X Symphonic Band** (1/4)

Exploration of a wide variety of significant literature for band, representing all styles and periods. A considerable amount of sight reading will be included, and a number of concerts of widely varied appeal will be presented. In some years a concert tour is taken. The entire band also plays for all home football games. May be repeated for credit. *Every semester*. Behnke.

**033X University Choir** (1/4)

Exploration of a wide variety of significant

literature, representing all styles and periods, and including both unaccompanied and instrumentally-accompanied works. In some years a concert tour is taken; (each year a work is performed with the Salem Symphony). By audition. May be repeated for credit. *Every semester*. Long.

**034X Opera Theatre** (1/2)

A practical course in operatic singing and acting. An operatic production with full orchestra is presented every year. A student having a major role signs up for this course and also course 035X upon advice from the instructor. *Every semester*. Viamonte.

**035X Opera Practicum** (1/4)

A practical course in operatic singing and acting. An operatic production with full orchestra is presented every year. Intended for students singing in a minor role or in the chorus. *Every semester*. Viamonte.

**036X Chamber Music** (1/4)

The coaching and performing of major works from the chamber music literature, with emphasis on rehearsal technique and small ensemble skills. May be repeated for credit. *Every semester*. Staff.

**037X Willamette Singers** (1/4)

Exploration of choral literature for small groups, representing all styles and periods. First semester the group performs madrigals and second semester jazz. Performs with the University Choir, from which its membership is drawn and occasionally takes concert tours with other organizations, as well as performing by itself both on and off campus. May be repeated for credit. *Every semester*. Long.

**039X University/Community Choir** (1/4)

Open to all students with previous choral singing experience. Group will specialize in the performance of large scale masterworks. *Every semester*. Long.

## Philosophy

Philosophy at Willamette is primarily a disciplined study of traditional philosophical problems embedded in Western civilization, including some concepts that are of crucial importance for contemporary culture. Proficiency in reasoning and clarity in expression are stressed. Each of the faculty members offers a unique approach to the discipline, and the department offers a practical and personal orientation toward the study of philosophy, as well as a technical and academic one.

The Philosophy major provides exceptional preparation for any professional school stressing a liberal arts background. Most majors continue in graduate study in

philosophy, or enter law school or seminary. Teaching in the field is limited to those having an unusual aptitude.

The courses in the Philosophy Depart-

ment that satisfy the General Education requirement are:

**Phil 110** Philosophical Problems (Part A, Humanities)

**Phil 210** Philosophy of Religion (Part A, Humanities)

The Philosophy major requires seven credits: Philosophical Problems (Phil 110), Symbolic Logic (Phil 140), History of Philosophy: Ancient and Medieval (Phil 230), History of Philosophy: Modern (Phil 231), History of Philosophy: Contemporary (Phil 232), Philosophical Ethics (Phil 235), and one Seminar in Philosophy (Phil 496, 497, 498 or 499).

The Philosophy minor requires five credits: Philosophical Problems (Phil 110), Introduction to Logic (Phil 130) or Symbolic Logic (Phil 140), Philosophical Ethics (Phil 235), and two non-introductory courses in philosophy chosen in consultation with a department member to meet student needs and interests.

The Senior Year Experience in Philosophy requires the successful defense of a substantial seminar paper written in connection with any of the Seminars in Philosophy (Phil 496-499) that the student has taken.

#### Faculty

Jerry Canning, Professor, Chair  
Sally Markowitz, Assistant Professor  
Thomas Talbott, Associate Professor

### Course Descriptions

#### 110 Philosophical Problems

A general introduction to the problems and methods of philosophy with an emphasis on involving the student in actually doing philosophy, rather than in simply learning about it. Areas covered will include metaphysics (What is the nature of ultimate reality?), epistemology (How do I know what's really true?), ethics (What makes an action right or wrong?), logic (What makes an argument worth accepting?), and the philosophy of religion (Is it possible to prove the existence of God?). Orientation of individual faculty members teaching this course will range from technical analysis to personal relevance, with the critical evaluation of philosophical ideas being common to all approaches. *Every semester.* Staff.

#### 121 Applied Philosophy

A critical analysis of the philosophies that the members of the class actually live by. Careful attention is given to the distinction between philosophical principles intellectually believed in, and those in fact acted upon. The content of the course includes methods for uncovering such principles, criteria for evaluating them, and techniques for responsibly experimenting with alternatives to them. Changing one's philosophy of life is in no way required; becoming aware of it is. The course is practical and personal in its orientation, and experiential as well as didactic in its methodology. It is restricted to 10 members only and requires consent of the instructor

after a personal interview conducted sometime before registration. *Every semester.* Canning.

#### 130 Introduction to Logic

An introduction to the analytical tools necessary for the critical evaluation of argument. Semantic tools for the clarification of meaning, logical tools for the determination of sound reasoning (inductive as well as deductive), and scientific tools for establishment of good evidence. Formal and informal fallacies, as well as various propaganda techniques, are also considered. All applications of the material will be to practical, everyday examples. *Every semester.* Canning.

#### 140 Symbolic Logic

The construction of a formal system including a truthfunctional and a predicate calculus. Rigorous reasoning about the properties of such a formal system. A discussion of some of the philosophical problems which arise from a consideration of this system. *Every semester.* Talbott.

#### 210 Philosophy of Religion

Problems of the philosophy of the Christian religion emphasizing religious language and knowledge claims. Certain basic problems of historical and philosophical interest such as the grounds for belief in God. *Alternate years.* Staff.

#### 230 History of Philosophy: Ancient and Medieval

Ancient and medieval philosophy from Thales through St. Thomas. The important ideas of leading philosophers and the movements they influenced. Emphasis is upon metaphysics and the problems of knowledge. Prerequisite: Phil 110. *Alternate years.* Staff.

#### 231 History of Philosophy: Modern

Late medieval, renaissance, and modern philosophy through Kant; emphasis upon metaphysics and the problems of knowledge. Major thinkers and influence on schools of thought such as rationalism and empiricism stressed. The impact of developments in science is studied, but considerations of ethics and social philosophy are not. Prerequisite: Phil 110. *Alternate years.* Staff.

#### 232 History of Philosophy: Contemporary

Post-Kantian and contemporary western philosophy. Major philosophers and movements of the 20th Century, including American. Metaphysics is stressed, rather than ethics or social philosophy. Prerequisite: Phil. 110. *Alternate years.* Staff.

#### 235 Philosophical Ethics

Problems of moral judgement and general value theory. Representative theories of major moral philosophers; emphasis on contemporary ethical theory. Prerequisite: Phil 110. *Alternate years.* Talbott.

#### 323 Philosophy and the Arts

This course will examine and evaluate various theories about the nature of art and

the aesthetic point of view. We will explore such issues as the possibility of defining "art," the determination of the meaning and value of particular works of art, the relationship between our conception of art and the culture in which we live. We will also focus on the way art has developed in this century. Prerequisite: One course in art history, literature, philosophy or humanities. *Spring.* Markowitz.

#### 330 Social and Political Philosophy

After a brief historical introduction, we will focus on modern political thinkers, especially John Rawles, Robert Nozick, and Karl Marx. We will examine different conceptions of justice and their relationships to ideology, economic systems, social institutions, and theories of human nature. In addition to texts in political philosophy, we may also read novels that illustrate various theoretical points of view. Prerequisite: Course in philosophy or political science. *Spring.* Markowitz.

#### 496-499 Seminar I-IV

Specific philosophical problem areas or interdepartmental projects with reference to the philosophies of important philosophers or philosophical movements. Presentation and defense of papers. Prerequisite: Three courses in the Philosophy Department or consent of the staff. *One per year.* Staff.

# Physical Education

The Physical Education Department performs several roles within the University, with basic concerns for human movement and health. The Physical Education major is designed to provide students with the essential knowledge and training to become effective teachers of physical education or to explore non-teaching tracks. A Physical Education minor is offered with options in Health, Health Fitness, Coaching, or Sports Medicine. The focus of the service activity program is to promote the development of leisure and lifetime sports skills which will accommodate the changing lifestyle of our society and increase the potential for personal fulfillment through physical activity.

Recent graduates in Physical Education find careers in public and private education, as well as in recreational agencies, sports clubs, and as physical therapists. A significant number of majors continue their education at graduate school.

Depending on their interests, Physical Education majors follow either a teaching certification track or a non-teaching track. All majors are required to take these core courses: Biology 110: Principles of Biology; Biology 246: Human Anatomy; PE 135: History and Principles; PE 254: Physiology of Human Movement; PE 339: Safety/First Aid/CPR; PE 340: Care and Prevention; PE 356: Tests and Measurements; PE 447: Kinesiology; PE 241, 242, 243, 244 or 246, and 247: PE Lab Activities in Individual and Dual Sports. All majors are encouraged to take SP COM 150: Public Speaking.

Education track majors are also required to take: SOC 114 or ISA 130 or SP COM 230; PSYCH 110; PE 357; PE 448; PE 451. They must also meet the teaching certification requirements: ED 205, 335, 445, 455, 456, and 495. (See Education Department, p.29, for further education requirements or changes.)

In the non-education track, students indicating a career interest in such areas as Physical Therapy or Health Fitness are advised to take courses in other disciplines which are appropriate to their needs in addition to the following: PE 350: Personal Health and PE 496: Senior Seminar.

During the senior year, each major must satisfactorily complete a Senior Experience in either ED 495: Supervised Student Teaching or PE 496: Senior Seminar in PE.

The minor program in Physical Education consists of five credits in Physical Education to be selected from the following courses in consultation with the de-

partment. Students will select the option of either Health, Health Fitness, Coaching or Sports Medicine.

**I.** All students minoring in Physical Education in the areas of Coaching, Sports Medicine or Health Fitness will need to take: BIOL 110 and 246; PE 340, 356, and 447.

**II.** All students wishing to emphasize in the Health area and seek endorsement will need to take: SOC 230, BIOL 136 and 246; PE 339, 350, 351, 352, 353, and 354.

**III.** The Coaching minors will also take PSYCH 110 or SP COM 241; PE 451, 357, 496, and one of the PE Coaching or Lab Activities (PE 230, 231, 242, 244, 245 or 246).

**IV.** The Sports Medicine minor will also take CHEM 115, PE 350 and 496.

**V.** The Health Fitness minor will also take SP COM 341, PE 350, and one of the following: PE 242, 245, or 247.

Individual programs and field experiences can be developed for those students interested in working with recreational agencies, private sports clubs, youth clubs and other sports activity related business. Intern opportunities exist for majors to gain additional experience in a variety of related areas.

The department is housed in the 72,000 square foot Lestle J. Sparks Physical Education and Recreation Center, which includes a field house, double gymnasium, swimming pool, handball/raquetball courts, weight room, aerobics room and other exercise and recreational facilities within the complex. The University also has a football stadium, all-weather track, spacious baseball field, tennis courts and other playing fields.

## Faculty

Richard A. Kaiser, Associate Professor,

Chair

Deborah L. Adams, Instructor

Charles J. Bowles, Professor

James P. Brik, Associate Professor

H. Joseph Broeker, Associate Professor

Cheryl K. Brown, Assistant Professor

Russell J. Cagle, Assistant Professor

Richard A. Glas, Assistant Professor

William G. Trenbeath, Assistant Professor

Bradley S. Victor, Administration

## Course Descriptions

**020X-099X Activity Classes** (1/4 cr. each)

These classes are listed separately on the class schedule each semester. They include aerobic dance, badminton, basketball, cross country, cycling, football, golf, lacrosse, lifesaving, pentathlon, racquetball, racquet games, sailing, scuba, soccer, softball, diving, swimming, tennis, track and field, volleyball, water safety instruction, team sports.

**135 History and Principles of Physical Education** (1/2)

Historical, scientific, psychological and sociological studies related to Physical Education. Principles of teaching, learning, curriculum and evaluation. The basic development of each individual's philosophy of physical education. *Fall. First half-semester.* Brown.

**230 Methods of Coaching — Football** (1/2)

A course designed to give the student a varied background of philosophies, methods, techniques, organization and strategies of coaching football. *Alternate Falls.* Broeker.

**231 Methods of Coaching — Basketball** (1/2)

A lecture/on-floor format which takes a

comprehensive look at both offensive and defensive skills. Other areas of concentration include coaching philosophy, player motivation, player-coach relations, practice planning, scouting and game managements. *Alternate Falls*. Glas.

**241-247 Physical Education Activity Lab** (1/4 or 1/2)

Principles and analysis of movement skills for various sports activities with teaching and evaluation methods. *Two every semester*. Staff.

**254 Physiology of Human Movement**

Physiological systems of the human body as affected by different levels of exercise with emphasis on the inter-relationships of the skeletal, muscular, nervous, respiratory, circulatory and digestive systems. Prerequisite: Biol 246. *Spring*. Bowles.

**333 Personal Fitness** (1/2)

A course designed to teach the role personal fitness plays in a productive lifestyle. Includes lectures (one/week) on the values and components of fitness, human physiology as it relates to exercise, fitness programs, weight control, nutrition, coronary risk awareness and other topics associated with exercise and health. *Every semester*. Bowles, Brown.

**339 Safety Ed/First Aid/CPR** (1/2)

Evaluation, diagnosis, treatment and prevention of specific traumatic conditions incurred by the human body. Course teaches safety measures at work, play and in the home. Discusses various safety programs. Course experiences lead to certification in First Aid and CPR by American National Red Cross. *Fall. First half semester*. Cagle and Brown.

**340 Care and Prevention**

Presents the essential information related to vigorous activity (i.e. nutrition, conditioning, warm-up). Also includes practical experience in recognition, evaluation, care and rehabilitation procedures for sports. Prerequisite: Biol 246. *Fall*. Cagle.

**345 Advanced Techniques of Sports Medicine** (1/2)

Methods taught on advanced level to students with high interest in coaching athletics and teaching Physical Education. Topics include: pharmacology, anatomy, kinesiology, legal considerations in athletics and advanced first aid. Extensive treatment of specific injuries. Prerequisite: PE 340. *Spring*. Cagle.

**350 Personal Health**

A course using a concept/value approach to a variety of factors influencing health. Topics include: human sexuality, nutrition, death and dying, specifics in men's and women's health, parenting, fitness, licit and illicit pharmaceuticals, and aging. *Every semester*. Kaiser, Brown.

**351 Methods and Materials for Health Education** (1/2)

A health course required for all students seeking a Combined Secondary Health

Endorsement. The students will be presented with an accumulation of health related materials, teaching processes, curriculum information and instructional knowledge for use within the classroom or appropriate interest areas. Prerequisite: PE 350. *Spring First half-semester*. Kaiser.

**352 School Health Services** (1/2)

This course will provide a student with an awareness of the current health programs and services provided within the public school system. Appropriate information concerning the development, organization and administration of school health services will be presented. Specific skills for prospective student measurement and testing will be introduced. Prerequisite: PE 350 and 351. *Spring. Second half-semester*. Kaiser.

**353 Community Health** (1/2)

An introduction to the concept of Community Health and to the health care delivery system. The student will gain knowledge concerning the history and principles of community health. Relationship between individuals and community health services will be examined. The influence of the environment and identification procedures with respect to community health problems and various possible solutions will be discussed. Prerequisite: PE 350. *Spring. First half-semester*. Cagle.

**354 Mental Health** (1/2)

The class will examine individual and group concepts concerning mental health. Information concerning adjustment to conflict and deviate behavior will be discussed. Appropriate teaching skills in conjunction with their implementation for a healthy classroom and other basic principles for proper mental health are to be included. *Spring. Even-numbered years*. Kaiser.

**356 Tests and Measurements in Physical Education** (1/2)

Principles and techniques for construction, organization, administration, interpretation and evaluation of measuring devices used on physical education and athletic programs. *Fall*. Brik.

**357 Motor Learning and Growth Development Patterns** (1/2)

A course designed to aid students in becoming more knowledgeable about the processes by which individuals acquire motor skills. The class will examine a major portion of the research in several aspects of motor learning and will be related to the application of teaching skills, motor activities and coaching progressions. *Fall. Second half-semester*. Brik.

**447 Kinesiology** (1/2)

The structural and mechanical principles of human movement as applied to the teaching of skills in physical education and athletics with special emphasis on analysis and prescription. Prerequisite: Biol 246. *Spring*. Cagle.

**448 Special Physical Education** (1/2)

Organization and administration of physical education programs designed to serve the exceptional student. *Spring*. Adams.

**451 Organization and Administration of Physical Education/Athletics** (1/2)

The elementary and secondary school programs including basic physical education, intramurals and inter-school athletics. A special emphasis on curriculum development, personnel policies and budgeting practices. Prerequisite: Junior or Senior Standing. *Spring*. Brik.

**496 Senior Seminar in Physical Education** (1/2)

A seminar course required of all non-teaching majors in Physical Education during the senior year. Independent study selected in consultation with the physical education faculty. Results of study to be included in paper and presented orally in open meeting format. *Every semester*. Bowles.

# Physics

Physics deals with the interactions between matter and energy, and the physics curriculum responds to four groups of students interested in those interactions: those seeking knowledge as part of their general education; those preparing themselves to teach in secondary schools; those planning post graduate study in physics, astronomy, or allied fields; and those seeking engineering degrees under the three-two or four-two combined degree programs.

Many careers are open to those who understand some physics. Our graduates work as astronomers, engineers, and physicists in government, industry, and universities as well as in geophysics, oceanography, computer science, medical and health physics, and in patent law.

Physics courses that satisfy the General Education Requirement are:

**Physics 210** Astronomy (Part A, Natural Science)

**Physics 213** Light and Color (Part A, Natural Science)

**Physics 215** Introductory Physics I (Part A, Natural Science)

All physics majors must successfully complete eight credits in physics including the equivalent of the following basic courses: Physics 215, Introductory Physics I; Physics 236, Introductory Physics II; Physics 331, Modern Physics; Physics 335, Thermal Physics; and Physics 339, Mechanics.

Majors must also successfully complete a study of calculus through differential equations and one course in computer science. Students intending to do graduate study in physics also take: Physics 342, Wave Phenomena; Physics 345, Electromagnetism; and Physics 453, Quantum Mechanics.

Students preparing for careers in engineering or applied science should also take Wave Phenomena and Electromagnetism plus one other course beyond the basic five. Students with other goals in mind may choose their additional three courses from among any of the other physics courses outside the basic five.

In addition, all resident senior Physics majors must complete Physics 496: Research Seminar as their Senior Year Experience.

A minor in physics must successfully complete Physics 215, Introductory Physics I; Physics 236, Introductory Physics II; and three other physics courses numbered above 300.

The physics department occupies the entire third floor of Collins Hall plus addi-

tional space on two other floors. Advanced laboratories are equipped with a wide variety of instrumentation. Individual research space is available. The department has a particularly wide range of spectroscopic equipment. There is a well-equipped photography laboratory and an observing deck on the roof.

## Faculty

Maurice B. Stewart, Professor, Chair  
Daniel G. Montague, Professor  
James E. Kephart, Assistant Professor

## Course Descriptions

### 210 Astronomy

Descriptive astronomy of the celestial sphere. Megalithic astronomy. Astronomy of classical antiquity. The Copernican revolution. Brahe, Kepler, Galileo, and Newton. Spectroscopic methods of astronomy. Stellar physics and stellar evolution. The interstellar medium, star clusters and our galaxy. Other galaxies, the expanding universe, quasars, and cosmology.

*Fall.* Stewart.

### 213 Light and Color

The physical basis of visual experience illustrated by the application of theories of reflection, refraction, interference, diffraction, polarization, and scattering to everyday phenomena such as rainbows, reflections in water, sun dogs, and mirages. Student photography of phenomena. Students must have access to a 35mm camera. *Alternate springs.* Stewart.

### 215 Introductory Physics I

Acceleration, mass, force, work, energy, momentum, angular momentum, temperature, and heat, as applied to the Newtonian kinematics and dynamics of a particle and of the plane motion of a rigid body, and to thermodynamics. Offered in two sections, one with calculus prerequisite, the other with pre-calculus mathematics prerequisite. *Every semester.* Staff.

### 230 Contemporary Physics

A largely non-mathematical treatment of physics. For example, light, motion, forces, energy and waves. Relativity,

atoms, nuclei and elementary particles, energy sources and radioactivity. Not intended for physics or pre-engineering majors. *Alternate falls.* Montague.

### 236 Introductory Physics II

The electric field. Coulomb's Law. Gauss' Law. Electric potential. Capacitance. Electric current. Electromotive Force. Kirchhoff's rules. The magnetic field. Ampere's Law. Faraday's Law. Inductance. Alternating Current. Electromagnetic waves. Light. Reflection and refraction. Lenses.

Huyghen's principle. Interference, diffraction and polarization. Offered in two sections, one with calculus prerequisite, the other with pre-calculus mathematics prerequisite. *Every semester.* Staff.

### 240 The Photographic Process

The science of photography, theory and laboratory of black-white and color photography. History of the photographic process, photographic emulsions, exposure and development, sensitometry, photographic optics, negative and prints, and holography. Prerequisite: A course in physics or chemistry or consent of instructor. *Alternate springs.* Staff.

### 331 Modern Physics

Theory of special relativity, quantum effects, atomic structure and spectra, molecular structure and spectra, x-rays, solid state physics, nuclear physics, elementary particles. Prerequisite: Phys 236 and calculus. *Spring.* Staff.

### 335 Thermal Physics

Temperature and its measurement, simple thermodynamic systems, heat, conductivity, convection, radiation, ideal gases, kinetic theory, entropy, enthalpy, Helmholtz and Gibbs functions, Maxwell's equations, statistical mechanics, low temperature physics, superfluidity, superconductivity, and applications of heat and thermodynamics to other areas of physics and engineering. Prerequisite: Phys 215 and calculus. *Alternate falls.* Montague.

### 339 Mechanics

Vector kinematics of plane motion in cartesian and polar form. Newtonian particle mechanics. Projectile motion in re-

sisting media. Work, energy, and conservative forces. The force of gravity, Kepler's Laws, and planetary motion. Free and forced harmonic oscillations. Lagrange's equations. Prerequisite: Phys 215 and two courses in calculus. *Alternate falls*. Stewart.

#### **342 Wave Phenomena**

Superposition, reflection, refraction, interference, diffraction, and polarization of waves, illustrated with physical optics. Prerequisite: Phys 236 and two courses in calculus. *Alternate springs*. Stewart.

#### **345 Electromagnetism**

Classical electricity and magnetism including electric and magnetic fields, capacitance, inductance, dielectrics, induced electromotive force, and the development of Maxwell's equations and electromagnetic waves. Prerequisite: Phys 236 and calculus. *Alternate springs*. Staff.

#### **348 Electronics**

DC and AC circuits, electron emission from metals, electrons in solids, vacuum tubes, transistors, power supplies, voltage and power amplifiers, oscillators, cathode ray tubes, integrated circuits, and application of electronics. Prerequisites: Phys 236 and calculus. *Alternate falls*. Kephart.

#### **439 Nuclear and Particle Physics**

Quantum effects, atomic structure, relativity, x-rays, nuclear physics and elementary particles. Prerequisites: Phys 331 and calculus. *Alternate falls*. Montague.

#### **442 Condensed Matter Physics**

Treatment of crystal structure on an atomic scale including bulk, thermal, electric, magnetic, semi-conducting and superconducting properties of matter. Prerequisite: Phys 331 and calculus. *Alternate springs*. Montague.

#### **445 Atomic and Molecular Spectroscopy**

A study of atomic spectra, molecular spectra and structure, and special related

topics such as magnetic resonance spectroscopy and atomic and molecular Lasers. *Alternate falls*. Staff.

#### **453 Quantum Mechanics**

Mathematical development and applications. Methods of Schroedinger and Heisenberg, operators and matrices, approximation methods, perturbation theory, applications to atomic, molecular and solid state physics. Prerequisite: Phys 331 and Math 344. *Alternate springs*. Montague.

#### **490 Independent Study (1/4, 1/2, or 1)**

Individual programs of independent study of topics selected in consultation with faculty. *Every semester*. Staff.

#### **496 Research Seminar**

Required senior-year experience for all resident physics majors. The seminar portion deals with planning of and reporting on individual research projects selected by each student and directed by a departmental faculty member. *Fall*. Staff.

## Political Science

Political Science courses are designed to give students opportunities to develop both theoretical and practical understandings of the political world. Students are encouraged to develop the rational skills — both analytical and evaluative — that will enable them to investigate and understand political phenomena. Each student is encouraged to acquire knowledge and motivation for responsible participation in the political process as a citizen or public official. Opportunities for interning in government and politics at the local, state, or national levels are available for qualified students with required academic preparation.

Political Science majors find career opportunities in law, politics, public administration, planning, international organizations, foreign service, international management, journalism, teaching, research, social service, business and government.

Political Science courses that fulfill the general education course requirement are:

**Poli 110** American Politics (Part A, Social Science)

**Poli 111** Survey of Politics: Freedom and Authority (Part A, Social Science)

**Poli 112** Survey of Politics: Challenge of Scarcity (Part A, Social Science)

**Poli 113** Survey of Politics: Political Philosophy (Part A, Social Science)

**Poli 114** Survey of Politics: War and Peace (Part A, Social Science)

**Poli 320** Politics, Economics, and Planning (Part B)

**Poli 324** Political Systems of Developing Countries (Part B)

**Poli 421** Seminar in International Relations (Part B)

A Political Science major consists of eight credits in Political Science plus an introductory course in economics. At least four of the credits required for the major must be completed at Willamette. The eight credits for the major must include (1) Poli 110, and (2) one of the following entry level courses: Poli 111 or Poli 112 or Poli 113 or Poli 114, plus six Political Science credits (only one of which may be an internship credit) selected by student and advisor.

The requirements of the senior year experience can be met by completing one of the five following courses during the senior year: Poli 421, 432, 484, 496, or 498.

A Political Science minor can be ob-

tained in one of the following five areas:

**A.** Public Law: Poli 334, 432, and 433.

**B.** International Relations: Poli 232, 332, and 421.

**C.** Comparative Politics: Three courses chosen from the following: Poli 231, 324, 340, and 342.

**D.** Planning and Public Administration: Poli 320, 331, and 361.

**E.** American Politics: Poli 331, 332, and 334.

In addition to the required courses listed above, the student must take two introductory courses in Political Science: Poli 110 and one of Poli 111, 112, 113, or 114, and one introductory course in Economics: Econ 110 or 130.

#### **Faculty**

Suresht R. Bald, Associate Professor, Chair

Dudley W. Buffa, Assistant Professor

Robert E. Hawkinson, Assistant Professor  
Susan M. Leeson, Professor  
Theodore L. Shay, Professor  
Edwin J. Stillings, Professor (part-time)

## Course Descriptions

### **061X Model United Nations (1/4)**

Experience in research, preparation for, and participation in Model United Nations. *Spring*. Bald.

### **110 American Politics**

Review of elements of American government in light of contemporary political issues. Analysis of political processes through which public concerns are translated into public policies. Development of analytical tools to examine American politics in its economic and social context. *Every semester*. Leeson, Hawkinson, Shay.

### **111 Survey of Politics: Freedom and Authority**

Introduction to the major concepts of governance within a political system: freedom, authority, law, legitimacy, community, and responsibility. Examination of basic concepts in the context of the history of political ideas as well as in the contemporary context. Only one of Poli 111, 112, 113, or 114 may be counted toward the major. *Fall*. Shay.

### **112 Survey of Politics: Challenge of Scarcity**

Political implications of the contrasting views of human nature reflected in classical political thought, modern social contract theory, and Marxism. Major focus on contemporary social problems arising out of the increasing demands for energy and resources. Only one of Poli 111, 112, 113, or 114 may be counted towards the major. *Fall*. Staff.

### **113 Survey of Politics: Political Philosophy**

Survey of political-philosophic tradition from Plato through Freud. Focus on careful reading, analysis and synthesis of major philosophic works. Works (or lengthy excerpts) are read in English translations of the originals. Consideration of major differences between the classical and modern traditions in political philosophy and their impacts on modern constitutionalism, politics, and political behavior. Only one of Poli 111, 112, 113, or 114 may be counted towards the major. *Fall*. Leeson.

### **114 Survey of Politics: War and Peace**

Survey of political thought from Thucydides to Gandhi. Focus on the philosophical roots of the realist, liberal-globalist, Marxist, and humanist paradigms in International Politics. Examination of the relevance of these paradigms for understanding the nature and dynamics of the contemporary international system. Authors read:

Thucydides, Asoka, Machiavelli, Hobbes, Grotius, Rousseau, Kant, Lenin, Morgenthau, Gandhi, Martin Luther King Jr., and Fanon. *Fall*. Bald.

### **231 Western European Political Systems**

Comparative examination of the impact of history, class, political culture, institutions, and global political economy on the nature and working of the political systems of England, France, and Germany. Prerequisite: one survey course (Poli 111-114). *Fall*. Bald.

### **232 Introduction to International Politics**

Analysis of contending paradigms for the study of international politics. Examination of substantive issues in the contemporary international system with emphasis on the nuclear question, human rights, and the global political economy. Prerequisite: one survey course (Poli 111-114). *Spring*. Bald.

### **320 Politics, Economics, and Planning**

Focus on the challenge of planning in light of threatened resource and energy shortages. Definition of problems in relation to their political, economic, and technical dimensions. Rational calculation as a social process for considering and evaluating policy alternatives. Nature and use of guidance systems — including market and governmental strategies — to implement policies. Prerequisites: Poli 110 and one entry level Poli course or Econ 130 or Envr 220. *Fall*. Stillings.

### **324 Political Systems of Developing Countries**

Comparative examination of the political processes, systems, and problems of new and developing nations in light of historical, cultural, economic, and national development factors. Research topics related to Latin America, Africa, and Asia. Prerequisite: one survey course (Poli 111-114). *Fall*. Shay.

### **331 State and Urban Politics**

Problems, issues, and processes involved in governing America at the state and local level. Prerequisites: Poli 110 and one entry level Poli course. *Spring*. Hawkinson.

### **332 American Foreign Policy**

Analysis of the substance and sources of American foreign policy since World War II. Examination of the complexity of interests and issues that affect United States relations with the Soviet Union, Western Europe, and the Third World. Prerequisite: Poli 110 and one survey course (Poli 111-114). *Spring*. Bald.

### **334 Law and Public Policy**

Examination of law in its social context and the extent to which law reflects social philosophy and public policy. Analysis of law in its formal setting — opinions, precedents and rules — and its informal settings — police discretion and the politi-

cal nature of juries and prisons. Consideration of the impact of legal education on values and social responsibility. Prerequisites: Poli 110 and one entry level Poli course. *Spring*. Leeson.

### **335 American Political Thought**

Survey of American political thought from the revolutionary period to present. Emphasis on the Constitutional era and the impact of that thought on contemporary thought and institutions. Heavy reliance on primary sources. Prerequisites: Poli 110 and one entry level Poli course. *Fall*. Leeson.

### **336 Seminar in Political Theory**

Examines writings of and commentaries on selected political philosophers. Analyzes philosophic arguments in light of contemporary political problems and phenomena. Builds on themes raised in Survey of Politics. Prerequisites: Poli 110 and one survey course (Poli 111-114). *Fall*. Stillings or Leeson.

### **340 Asia and the International System**

This course identifies the constant and variable factors that shape and influence the politics of selected Asian nations (India, China, Pakistan, Afghanistan, Bangladesh, Sri Lanka, Nepal), and which color these countries' foreign policy choices and international postures within the region and the international system. Intra-regional interaction, and superpower involvement in the region will be examined within national, regional, and global perspectives. *Spring*. Bald.

### **342 Communist Political Systems**

Theory and practice of communism as it relates to the operation of the political system in the Soviet Union with comparative reference to Eastern European countries and the People's Republic of China. Structure and function of the Communist Party and its relation to state and society. Analysis of the operations of foreign policies. Prerequisite: one survey course (Poli 111-114). *Spring*. Shay.

### **361 Introduction to Public Administration**

Organizational and administrative theory. Problems, techniques, and tools of managing public organizations. Prerequisites: Poli 110 and one entry level Poli course. *Spring*. Staff.

### **421 Seminar in International Relations**

Intensive examination of the principles of international relations and their application to contemporary politics and economic and cultural issues. Prerequisites: Senior standing, Poli 110, one entry level Poli course, and Poli 232 or Poli 332 (both are desirable). *Fall*. Bald.

### **432 Constitutional Law**

Development of the Constitution from the perspective of Supreme Court decisions: separation of powers, federalism, com-

merce clause, and selected procedural issues. Analysis of the relationship between the Court and the other branches of government. Review of economic and political doctrines that have shaped American constitutional history. Consideration of the purpose, nature and function of judicial review in a political system based on popular sovereignty. Prerequisites: Senior standing, Poli 110 and one entry level Poli course. *Fall*. Leeson.

### **433 Civil Liberties**

Continuation of Constitutional Law. Focus on the Bill of Rights, the 14th and other selected Amendments as vehicles for protecting basic civil rights and liberties in America. Historical analysis of the evolution of rights and liberties. Case studies of differences in approach and result between the Warren and Burger Courts in the area of civil rights and liberties. Prerequisites: Poli 110, one entry level Poli course and Poli 432. *Spring*. Leeson.

### **483 Seminar in Systematic Political Analysis**

Examination of the literature in political science emphasizing current theories and research techniques, construction of models, use of analytical techniques, and the development of research design. Prerequisites: Junior or Senior standing,

Poli 110 and one entry level Poli course. *Fall*. Shay.

### **484 Research Seminar**

A research project of major proportions is designed, researched, and defended. Applicable theories, approaches and methodologies are studied as they apply to the research undertakings. The interrelationships between policy issues and social and economic concerns are stressed as well as the value implications of authoritative allocations through the political process. Prerequisites: Political science major, Poli 110, one entry level Poli course, completion of at least two other political science courses, and consent of instructor. *Spring*. Shay.

### **496 Internships in Government and Politics I**

Supervised internships in state and local government. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. A student is accepted for an internship at the discretion of the instructor on the basis of demonstrated capabilities including research and writing skills. Minimum preparation for an internship includes Poli 110, one survey course (Poli 111-114), and Poli 331. Poli 361 and Econ 347 are recommended. *Each*

*semester except Spring of odd numbered years*. Hawkinson.

### **497 Internship in Government and Politics II**

A continuation of Poli 496 to enable a student to intern for two credits in a single semester, to continue a single credit internship for a second semester, or to have two single credit intern experiences. *Each semester except for spring of odd numbered years*. Hawkinson.

### **498 Legislative Internships (2 cr.)**

Supervised internships in the Oregon State Legislature. Interns are placed only in positions which provide academic learning opportunities and the availability of such positions may be limited. Students are admitted to the course by consent of the instructor and are selected on the basis of their demonstrated capabilities including research and writing skills. Interns are expected to work at least 20 hours a week and meet periodically with the instructor. Prerequisites: Junior or Senior standing, Poli 110, and Poli 331 (or be taking it concurrently with the internship). In unusual circumstances where a student has equivalent background the instructor may at his discretion waive course prerequisites. *Spring of odd numbered years*. Hawkinson.

## Psychology

The primary goal of the Psychology Department is to provide a rich diversity of learning experiences that are responsive to the special needs, interests, and talents of individual students. This emphasis is reflected in psychology class offerings and especially in the unlimited field research and internship opportunities available in the many government and private agencies located in Salem. The student has access to a real-world laboratory that includes clinical, educational, and research programs at the Oregon State Hospital, the Fairview School, and many other public and private service agencies.

Comparable practicum and internship programs typically are available only at the graduate level of study. These opportunities exist throughout the psychology major's undergraduate years and culminate in a major internship (or its equivalent) in the fall semester of the senior year.

Majoring in psychology within the context of a general liberal arts education effectively prepares students for future careers in human services, law, medicine, business, teaching, and government. Successful completion of courses offered by

the department, along with participation in the practicum/internship program, result in the psychology major being a strong candidate both for admission to graduate school and for entry level positions in clinical and human service settings.

Courses in the Psychology Department that satisfy the General Education Program requirement are:

**Psychology 110** Introduction to Psychology (Part A, Social Science)

**Psychology 210** General Experimental Psychology (Part A, Natural Science)

**Psychology 225** Adaptive Life Styles (Part B)

The major program requires: Psych 210, General Experimental Psychology; ISA 350-351, Statistics for the Behavioral Sciences; Psych 300, Pre-Internship Orientation (1/4 credit); six additional credits in Psychology; and Senior Year Experience: 1 credit in Major Program Internship (ISA 394), Thesis (Psych 490), or Practicum (Psych 491). Prerequisites for the Senior Year Experience are Psych 210 (normally taken by sophomore year), ISA 350-351

(normally taken in junior year), and Psych 300 (to be taken in spring semester of junior year).

The minor program in psychology will be made up of the following courses to be selected in consultation with the Psychology Department.

**I.** Each option will require two introductory courses in Psychology: Psychology 110 and Psychology 210.

**II.** In addition, each option will require courses as indicated:

**A.** Option One: Experimental Psychology. Any *three* of the following courses: Psychology 340, 344, 345, and 350.

**B.** Option Two: Clinical Psychology. Psychology 332, 335, and any *one* of the following courses: Psychology 345, 433, 435, or 440.

**C.** Option Three: Developmental Psychology. Psychology 330, 332, and 334.

**D.** Option Four: Applied/Organizational Psychology. Psychology 336, 341, and any one of the following courses: Psychology 225 or 433.

The department has ample laboratory space and equipment, including elaborate apparatus in animal research, electrophysiological measurement, and sensory psychology. The computer terminal and minicomputers housed in the department allow ready access for data analysis for class and individual research projects.

#### Faculty

Loren K. McBride, Associate Professor, Chair

William J. Devery, Professor

Jon E. Frew, Assistant Professor

Noel F. Kaestner, Professor

Richard A. Yocom, Associate Professor

Mary Ann Youngren, Associate Professor

Gary Hawkins, Instructor (part-time)

### Course Descriptions

#### 110 Introduction to Psychology

Major traditional fields and contemporary problems of psychology: learning, perception, and motivation as they pertain to the behavior and interaction with the social environment. *Every semester.* Staff.

#### 210 General Experimental Psychology

An examination of scientific method, procedure, measurement and control in selected psychological areas. The use of apparatus (including microcomputers), statistical analysis and an introduction to the shared-time computer, use of library search methods and research writing will be included. The laboratory will include both human and animal subjects. A major independent research paper will be an outcome of this course. Prerequisite: Students often first take Psyc 110. *Every semester.* Devery, Kaestner.

#### 225 Adaptive Lifestyles

This course presents an interdisciplinary approach to understanding issues related to contemporary lifestyles. Theoretical perspectives and empirical findings from the fields of psychology, biology, and sociology will be explored and integrated in developing personally applicable strategies for coping with stress, understanding human sexuality, and enhancing interpersonal relationships. A major focus is on experiential learning through participation in small group discussions and completion of individual projects. *Fall.* Youngren.

#### 300 Pre-Internship Orientation (1/4)

This course is designed to assist students in planning their senior year experience. Professionals from various community agencies will be invited to discuss potential internship/practicum projects, and field trips will be scheduled to selected agencies. By the end of the course, the student is expected to have negotiated a contract with the instructor and an off-campus supervisor for his/her senior year experience. Prerequisites: Psyc 210 and Intr 350-351. *Spring.* Youngren, Kaestner.

#### 330 Developmental Psychology

Behavioral development of normal children prior to adolescence, emphasizing a topical organization, rather than an ages and stages approach. Course is divided into two major areas: socialization processes (development of social behavior in infancy, the family, effects of peers, moral development and other topics) and cognitive development (learning and motivation, intelligence, language development, and the influence of Piaget). Students are placed in a practicum setting in local grade schools. Prerequisite: Psyc 110 or 210. *Fall.* McBride.

#### 332 Theories of Personality

An introduction to major theories of personality with emphasis on how the theorists' ideas evolved in the context of their life experiences and on current clinical applications. Theorists include Freud, Jung, Adler, Horney, Maslow, and Rogers. Prerequisite: Psyc 110 or 210. *Spring.* Youngren.

#### 334 Exceptional Children

This course will cover exceptional behavior of children including: gifted, learning disabilities, hyperactivity, chronic illnesses, sensory defects, autism, and abuse.

Experts in the healing arts and education will be invited to the class. The goal of this course is to help student development in this important area of psychology and related fields. *Alternate springs.* Devery, Engel.

#### 335 Clinical and Abnormal Psychology

Theories, diagnosis, and treatment of major psychopathological syndromes: anxiety and related neuroses, depressions, psychophysiological disorders, psychosis, behavioral disorders, and

mental retardation. Prerequisite: Psyc 110 or 210. *Fall.* Youngren.

#### 336 Social Psychology

A study of individual behavior in a social setting. Major content areas include attitude formation and change, personal perception and interpersonal attraction, topics in social learning (aggression, prosocial behavior, and race relations) and areas of group dynamics. Course emphasizes primarily theory and findings from experimental laboratory research. Prerequisite: Psyc 110 or 210. *Spring.* McBride.

#### 340 Psychology of Learning

A systematic introduction to the nature of the learning process emphasizing a topical/theoretical approach. The first half of the semester deals with several sub-facets of Pavlovian and instrumental conditioning with a heavy emphasis on data coming primarily from research with animals. The second half of the semester deals rather exclusively with human processes with particular emphasis on concept learning, verbal behavior, and the nature of memory. Prerequisite: Psyc 210. Consent of instructor required for non-psychology majors. *Fall.* McBride.

#### 341 Personnel and Industrial Psychology

An analysis of work behavior in an organizational setting. Major topics include social organization, work motivation, principles of leadership and management, techniques of assessing jobs and employees, and use of psychological tests. Class emphasizes practical problem-solving. Students can develop a semester-long project as the basis of determining grades. Prerequisite: Psyc 110, 210, or consent of instructor. An interest in the social sciences is advised. *Spring.* McBride.

#### 344 Comparative Psychology

The learned and species-specific behavior of humans and animals is studied through the works of selected ethologists, anthropologists and psychologists. The latitude and potentials of human behavior (territoriality, aggression, sexual and bonding relationships, parenting, etc.) are examined in the context of a broad range of species. Laboratory, field trips and extensive closed-circuit television. *Spring.* Devery.

#### 345 Physiological Psychology

An examination will be made of neuroanatomy, neurophysiology and psychopharmacology as it relates to the study of the behavior of the whole organism. A laboratory will introduce the use of the stereotaxic apparatus in lesion making and the placement of chronic electrodes. Extensive human testing and recording will also be done. Prerequisite: Psyc 210 or lab/science course. *Fall.* Devery.

#### 350 Cognitive Processes

This course will consider the subjects of

concept formation, pattern recognition, organization of memory, artificial intelligence, creative thinking, problem solving, computer simulation, and other aspects of thinking. A laboratory will emphasize the use of computers in Psychology. Prerequisite: Psyc 210 or consent of instructor. *Alternate years.* Devery.

#### **390 Independent Study (1/2-1)**

Individual library and field research projects selected in consultation with Psychology faculty. These projects are intended for advanced students who wish to study a topic not normally available in the department curriculum. *Every semester.* Staff.

#### **430-431 Topical Seminar in Psychology I & II**

An opportunity to take a specialized, advanced level class from a psychologist working professionally in the Salem community. Each class is a half-credit, half-semester course. Most topics are of a mental health orientation, but the specific nature of a given class will vary according to the expertise of the visiting psychologist. *Alternate springs.* Visiting psychologists.

#### **433 Principles and Techniques of Behavior Modification**

Introduction to principles of behavior modification with primary emphasis on experiential learning of skills involved in behavioral treatment interventions. Prerequisite: Psyc 210 and 335 or consent of instructor. *Alternate springs.* Youngren.

#### **435 Psychological Tests and Measurements**

Administration and interpretation of tests used in assessing various aspects of behavior with emphasis on tests currently used to assess intellectual abilities, psychological problems, and personality patterns. Prerequisite: Psyc 210 or 335 or consent of instructor. *Alternate springs.* Youngren.

#### **440 Techniques of Counseling**

Introduction to counseling techniques with primary focus on experiential learning of communication skills used in counseling individuals. Prerequisite: Psyc 332 or 335. *Every semester.* Visiting psychologists.

#### **445 Advanced Research and Statistical Methods**

Review of elementary inferential statistics. Chi-square, T, and f. Intermediate research designs and their analysis, including randomized blocks, repeated measurements, multiple classification and covariance.

Correlation procedures including biserial R, partial correlation and multiple correlation, as well as non-parametric devices such as Cochran Q, Kruskal-Wallis Wilcoxon sign-rank, Mann-Whitney U, etc. Individual field study or experiment is required. Prerequisite: ISA 350-351. *On demand.* Kaestner.

#### **490 Thesis**

A library or laboratory/field project started generally during the last half of the junior year. The student will normally register for the course the first semester of the senior year. The work will be guided by one or more faculty members. Satisfactory completion of the thesis fulfills the senior year experience requirement for psychology majors. Prerequisites: Psyc 210 and ISA 350-351. *Every semester.* Staff.

#### **491 Psychology Practicum**

A field experience (minimum of 10-12 hours per week) supervised by professional research and/or clinical staff in liaison with a faculty member. A paper and oral presentation are required. Satisfactory completion of this course fulfills the senior year experience requirement for psychology majors. Prerequisite: Psyc 210 and 300 and ISA 350-351. *Fall.* Youngren, Kaestner, McBride.

## Religious Studies

Religious Studies offers an interdisciplinary major program drawing upon all those courses in the undergraduate curriculum that reflect the religious dimension of life directly or indirectly.

It provides the breadth and discipline of a liberal arts education and, as such, is a suitable background for those planning to enter general business careers, the professions and social work, as well as church-related vocations.

The requirements of the program are described as the satisfaction of certain basic areas rather than a specified array of particular courses. Those areas are as follows: grounding in biblical literature and history (two credits); a rudimentary acquaintance with philosophical thinking (one credit); acquaintance with the historical development of doctrine (one credit); the experience of reflecting on religious phenomena from outside a specifically Christian perspective (one credit); and an ability to trace the interrelations of religion and culture (one credit).

In addition the student is required to specialize in an individually tailored area of focus or of concentration. This is often done in conjunction with a double major (two credits).

Upon declaring the major the student (if he or she has not already taken Introduc-

tion to the Study of Religion) must register for a Reading and Conference course (one-half credit) which is aimed at providing an overview of the field and of the sub-divisions and methods of the study of religious phenomena.

The program is capped with required participation in a senior Colloquium (one credit) in which the student can demonstrate competence in analysis and maturity of judgment with respect to a significant issue. The Senior Evaluation will be in conjunction with this effort.

Courses in addition to the Religion curriculum that are currently approved for the program include:

**Art 218** Survey of Art History: Gothic to Modern

**Art 355** Italian Renaissance Art History

**Art 356** Northern Renaissance and Baroque Art History

**English 320** Mysticism and Creativity

**English 344** Renaissance Literature: Milton

**History 358B** High Middle Ages

**History 359** The Renaissance and the Reformation

**Phil 110** Philosophical Problems

**Phil 210** Philosophy of Religion

**Phil 230-32** History of Philosophy

**Phil 235** Philosophical Ethics

**Soc 333** Sociology of Religion

#### **Executive Committee**

James A. Hand, Chair (Religion)

Gerard F. Bowers (English)

Lane C. McGaughy (Religion)

Thomas B. Talbott (Philosophy)

Courses in Religion are designed to enrich the students' education by presenting an opportunity to investigate this important aspect of human life and culture in an objective manner, utilizing standard disciplines of academic learning. The Religion curriculum is designed to relate the phenomenon of religion to the totality of human existence. In our liberal arts context this means raising the consciousness of potentially every student to the pervasive and often hidden influence of religious ideas and value commitments in his or her personal life and cultural heritage.

It also means fostering and developing those critical and reflective habits of mind which enable a person to deal with religious phenomena in a mature, intelligent, informed, sensitive, responsible, personally satisfying and fulfilling way.

The department offers courses that satisfy the General Education Program requirement as follows:

**Religion 112** History of Christianity (Part A, Humanities)

**Religion 113** Introduction to Old Testament Studies (Part A, Humanities)

**Religion 114** Introduction to New Testament Studies (Part A, Literature)

**Religion 115** Introduction to the Study of Religion (Part A, Humanities)

**Religion 116** Introduction to Major Religious Texts (Part A, Literature)

**Religion 214** Religion in America (Part A, Humanities)

**Religion 216** C.S. Lewis and the Religious Imagination (Part A, Literature)

**Religion 320** Religion and Science (Part B)

**Religion 420** The Bible in the American Tradition (Part B)

The departmental curriculum provides part of the core course requirements for the interdisciplinary major in Religious Studies.

The minor program in Religion consists of the following courses to be selected in consultation with the Religion Department. A Religion minor program consists of five credits in Religion distributed as follows:

**1.** Group A, The Contemporary Religious Situation; any one of the following courses: REL 214, 216, 230, 320, 332, 336, 420.

**2.** Group B, The Western Religious Tradition; any one of the following courses: REL 112, 113, 114, 232, 234.

**3.** Group C, Non-Christian Religious Traditions; any one of the following courses: REL 115, 116, 231, 334, 341.

**4.** One additional course in any of the above groups that builds on a course already taken in that group.

**5.** REL 496: Senior Colloquium.

#### Faculty

James A. Hand, Professor, Chair  
Lane C. McGaughy, Geo. H. Atkinson  
Professor of Religious and Ethical Studies  
Charles I. Wallace, Jr., University Chaplain

### Course Descriptions

#### 112 History of Christianity

A survey of Christianity from the close of the New Testament period to the present, tracing the evolution of its institutional forms and norms, the development of Christian thought, the variety of its national and cultural expressions, and its interrelation with the development and destiny of Western Civilization. An introduction to Western Civilization from the point of view of its great religious traditions.  
*Spring.* Hand.

#### 113 Introduction to Old Testament Studies

An introduction to the history and literature of ancient Israel and to modern methods used in studying the Old Testament and the Apocrypha. The course has three basic aims: to reconstruct the history of ancient Israel on the basis of archaeological and form-critical methods, to survey the spectrum of literary forms in the Old Testament, and to identify the major theological themes and symbols used to express Israel's faith.  
*Alternate falls.*  
McGaughy.

#### 114 Introduction to New Testament Studies

An introduction to early Christian literature and to the methods of literary analysis used by New Testament scholars (e.g., form and redaction criticism and structuralism). The course is organized in terms of a typology of the forms of religious discourse in late antiquity, moving from oral

forms (parables, sayings, and sermons) to written forms bordering speech (letters and dialogues) to consciously-constructed pieces of literature (Gospels, theological essays, and apocalypses). Some attention will also be given to the history and social world reflected in these texts.  
*Alternate springs.* McGaughy.

#### 115 Introduction to the Study of Religion

An introduction to the study of religion as a humanistic discipline. Three dimensions of religion as an aspect of culture are addressed in the course: (1) the contrast between sacred and profane ways of viewing reality; (2) the problem of religious change and how the legacy of the past shapes contemporary beliefs; and (3) the major theological systems used to conceptualize the divine-human relationship. These dimensions of the religious experience will be illustrated from a variety of religious traditions and students will be introduced to scholarly methods employed in the field. Recommended for Freshmen.  
*Offered alternate falls.* McGaughy.

#### 116 Introduction to Major Religious Texts

An analysis of several primary religious documents in light of modern theories of interpretation. Texts will be selected in light of a thematic concern from such writings as the Gilgamesh Epic, Job, John, Augustine's *Confessions*, and the Bhagavad-Gita. Recommended for Freshmen.  
*Offered alternate springs.*  
McGaughy.

#### 214 Religion in America

Religion in the United States from the Colonial Period to the present; the variety of religious groups and their ideas understood in historical sequence and context; development and normalization of religious pluralism; mutual influence of religion and American culture.  
*Fall.* Hand.

#### 216 C.S. Lewis and the Religious Imagination

An introduction to basic issues in theology and ethics via Lewis' Christian literature. Reading and discussion of his major fiction works and selected essays. Reflection upon and appreciation of his use of the literary genres of fiction, fairy story, myth, fantasy, etc. as serious and indispensable media for certain dimensions of religious knowledge. *Spring*. Hand.

### **230 Modern European Christian Thought**

Major developments in Christian thought in Europe from the Enlightenment to Vatican II: Rationalism, Romanticism, the Oxford Movement, German Idealism, New-Orthodoxy, Christian Existentialism, New-Thomism, some contemporary trends. *Alternate years*. Hand.

### **231 Japanese Religious History**

An introduction to the unity and diversity of Japanese religions and their relation to the history and culture of the Japanese people. The structure of the course is two dialogues running simultaneously: one is the East-West dialogue relating key motifs of Japanese spirituality with our own heritage and the other is the interplay between religions of Japan and the development of Japanese civilization and culture. *Alternate springs*. Hand.

### **232 Paul and His Letters**

A systematic study of the life and thought of Paul of Tarsus and his contributions to the development of early Christian doctrine, as revealed through his letters and other New Testament writings. The methodology of modern scholarship will be used throughout. *Alternate years*. McGaughy.

### **234 Jesus and the Gospels**

A study of the four Gospels with a view to (a) rediscovering the historical Jesus and his teachings, and (b) appreciating the theological insights of each of the Gospels. Historical and religious background of the Gospels. Critical problems, parables, miracles, the resurrection, current interpretations. *Alternate years*. McGaughy.

### **320 Religion and Science**

Relation of religious and scientific perspectives: the historic and philosophical tensions between the Christian tradition and the Natural and Social Sciences, and the ways of mutual clarification of these perspectives in the 20th century. *Alternate falls*. Hand.

### **330 Reading and Conference (1/2)**

An overview of the field of Religious Studies, along with an acquaintance with the sub-divisions and methods of the study of religious phenomena. *Usually offered once a year*, primarily for newly declared Religious Studies majors. Staff.

### **331 The Gospel of John (1/2)**

An intensive study of the language, symbolism, and themes of the Fourth Gospel. The following topics are covered: the literary sources of John, the relation of John to the Synoptics, the nature of the Johannine community, and the compositional strategies of the author. *Half-semester. Alternate years*. McGaughy.

### **332 Twentieth Century American Theology**

Some major American theologians including Reinhold Niebuhr, H. Richard Niebuhr, Paul Tillich, Carl Michalson, William Stringfellow, Martin Luther King, Jr., Abraham Heschel, and Robert McAfee Brown will be read and discussed. *Alternate years*. Staff.

### **334 Modern Jewish Thought: Elie Wiesel and Martin Buber**

Readings and discussions based on selected writings and filmed interviews of these two distinctive Jewish religious leaders. Special attention will be given to the traditions of Hasidic tales and to the manner in which Wiesel and Buber use biblical materials. *Alternate years*. Staff.

### **336 Bonhoeffer: Life and Thought**

The man, his major works, and his role in articulating Christian theology for his times. His relation to his contemporaries and his impact on events and developments of the mid-20th century. *Alternate falls*. Hand.

### **341 Religions of the Ancient World**

A survey of Mesopotamian, Egyptian, Greek, and Hellenistic religious traditions from the beginnings of history to the end of the Roman Empire. These religions will be investigated both theologically (as unique expressions of the religious sensibility) and historically (their development and impact on the religions of ancient Israel and early Christianity). Special attention will be given to the problems of religious syncretism and change in each of the religions being studied. *Alternate years*. McGaughy.

### **390 Independent Study (1/2)**

Intensive study of a selected area. Normally for juniors or seniors who are majors in Religious Studies. Requires Departmental approval. *On demand*. Staff.

### **420 The Bible in the American Tradition**

An investigation of the ways in which the Bible has been interpreted in American history in distinction from dominant European approaches and of the influence of biblical themes and language in American literature and popular culture. Primary documents from four phases of the history of American biblical interpretation will be examined: early 19th century New England higher criticism, the Chicago school, the Fundamentalist-Modernist controversy, and recent trends. *Alternate years*. McGaughy.

### **496 Senior Colloquium**

Investigation of a key problem or special theme of current interest, with papers presented by students, faculty and guests, complemented by core readings. A different theme will be chosen each year by the executive committee and students in the Religious Studies program. Provides the graduating student with an opportunity to demonstrate competence in analysis and maturity in judgment. The Senior Evaluation will be in conjunction with this effort. *Annually*. Staff.

## Sociology

The program in Sociology-Anthropology is designed to be an invaluable component of every student's liberal education. The basic aims of the department are to provide analytical perspectives for the systematic understanding of human social and cultural existence in a rapidly changing world; to provide a useful background for students preparing to enter into occupational areas such as law, government, administration, advertising, per-



sonnel work, and primary and secondary education; and to provide sociology majors with a sound knowledge of sociological theories, analytical models, research methods, and specialized areas in the discipline in preparation for graduate study leading to professional teaching, research, or administrative careers in sociology or closely related fields.

Career opportunities in sociology are numerous but the most popular are teaching (high school and college), various kinds of research work, and the analysis of data, including research survey administration for branches, divisions and agencies of government. Sociology is a popular major for students planning futures in such professions as architecture, business, law, and even medicine, and provides a rich fund of knowledge directly concerning each of these fields. Sociology also provides many distinctive ways of looking at the world so as to generate new ideas and assess the old. Finally, sociology offers a range of research and analytical techniques which can be applied to such specific areas as client satisfaction in a business firm, the provision of medical care, or crime and criminal justice.

Courses in the Sociology Department which meet the General Education requirement are:

**Sociology 110** Principles of Sociology (Part A, Social Science)

**Sociology 111** Introduction to Anthropology (Part A, Social Science)

**Sociology 112** Sex Roles in Society (Part A, Social Science)

**Sociology 113** Environmental Sociology (Part A, Social Science)

**Sociology 114** Race and Ethnic Relations (Part A, Social Science)

**Sociology 325** Life Cycle: Childhood and Adolescence (Part B)

**Sociology 326** Life Cycle: Adulthood and Aging (Part B)

The core program for the sociology major emphasizes concepts, theoretical frameworks, and the principles of systematic observation, data collection, and analysis. A sociology major requires eight credits within the department, distributed according to the following criteria: one entry level course — Soc. 110, 112, 113, 114; one course from each of the areas of Social Psychology (Soc. 232, 325 or 326), Social Structure (Soc. 230, 333, 334, or 335), and Social Process (Soc. 235, 236, 330, or 332); Sociological Theory (Soc. 350), and Methods of Social Research (Soc. 331); a senior experience course (Soc. 495, 497, or 499); and at least one other sociology course.

In addition, a major must complete one credit in statistics (for example, ISA 350

and 351, Statistics for the Behavioral Sciences; Math 138, Elementary Statistics; or Econ 359, Economic Statistics).

The suggested sequence for a sociology major is as follows: In the freshman and Sophomore years, an entry level course, one or two courses from the Social Psychology, Social Structure, Social Process list, and Statistics. In the fall of the junior year, Methods of Social Research and in the fall of either the junior or senior year, Introduction to Sociological Theory. By spring of the senior year all requirements but the senior experience and one other course should be completed.

During the senior year, there may be opportunities in applied sociology (analytical application of the principles that have been acquired). Advanced senior major students are eligible for independent programs of research, supervised field analysis (internships) or reading and conference (in-depth examination of a topic which was only touched on in a course, or for exploring an area which is not covered by an existing course).

A sociology minor consists of five sociology credits: 1. One entry level course (Soc. 110, 112, 113, or 114), 2. Either Soc. 331 or Soc. 350, 3. One course from each of the following three categories of courses: A. Social Structure (Soc. 230, 333, 334, or 335), B. Social Psychology (Soc. 232, 325, or 326), C. Social Process (Soc. 235, 236, 330, or 332). A sociology minor must be supervised by a member of the sociology faculty.

Facilities and equipment available to the department include classrooms, offices, and a sociology laboratory in Eaton Hall; computer terminal and access; extensive artifact collection and library holdings.

#### Faculty

Stephen C. Hey, Assistant Professor, Chair  
James B. Bjorkquist, Associate Professor  
Michael W. Finigan, Assistant Professor  
Walter M. Gerson, Professor  
Carol J. Ireson, Associate Professor  
W. Randy Ireson, Associate Professor

### Course Descriptions

#### 110 Principles of Sociology

Entry level course. Principles and basic concepts and perspectives of modern sociology applied to social institutions: family, religion, education, economics,

government, and the use of leisure time. *Every semester.* Staff.

#### 111 Introduction to Anthropology

General introduction to anthropological subject matter, point of view, and basic concepts. Prehistoric development of culture and of the human species; consideration of the modern world from an anthropological perspective. *Fall.* Bjorkquist.

#### 112 Sex Roles in Society

Entry level course. Babies grow up to become not merely adults, but women and men. How do people learn these sex roles? How do social institutions affect this learning? How are sex roles changing? This course will explore the biological and cultural bases of sex differences, sex role socialization processes, and the impact of specific social institutions (e.g. the family, work, education) and social processes (e.g. stratification, interpersonal interaction) on sex role definitions. Cross-cultural and psychological perspectives will be included. *Spring.* Finigan, C. Ireson.

#### 113 Environmental Sociology

Entry level course. Will explore various sociological topics pertaining to environmental concerns, such as the rise of the environmentalist movement, social mobilization of interest groups, and social concerns in low or non-growth societies. *Fall.* Hey, R. Ireson.

#### 114 Race and Ethnic Relations

Entry level course. The nature of majority-minority relations in society with a focus on the causes and effects of prejudice, discrimination, and stereotypes. Though race/ethnic relations are viewed from a global perspective, the emphasis is on American minorities. *Fall.* Hey.

#### 132 Sport and American Life (1/2)

Several facets of sports in America will be explored, using historical, socio-cultural, and social-psychological perspectives. A central theme will be how sports have penetrated into the mainstream of American life. Topics will include sport as leisure, as recreation, as business; the social organization of sport; the occupational organization of sport; sport and the schools; women and Blacks in sport; the mass media and sports; and fans. *Spring.* Gerson.

#### 133 The American West: Its Character, History, and Social Patterns (1/2)

The course will be a survey of selected cultural, socio-historical and demographic patterns of the region of the Western United States, as well as the symbolic West of popular culture. Topics will include: the Westward tilt of migration; the development of transportation, tourism, and urbanism; comparison of the mining West, the lumbering West, and the agricultural West; the demographic disappearance of the frontier and its symbolic emergence in folklore and popular culture (the Westerner as folk-hero, the Wild West show, the rodeo). *Spring*. Gerson.

### **230 Marriages and Families**

The family as a social institution and as a primary group. Changing family folkways. Development of personality of family members as the life cycle of the family progresses from dating through courtship, marriage, birth, and rearing of children, aging, separation, divorce, remarriage. *Fall*. Gerson.

### **231 Amerindians of North America**

Study of the native peoples and cultures of North America, with special emphasis on Indians of the Pacific Northwest. Impact of European immigration and resulting trends in evolution of American culture and population. Prerequisite: Soc 111 or consent of instructor. *Alternate springs*. Bjorkquist.

### **232 Individual in Society: Social Psychology**

Exploration of the interrelationships between society and individual. Consideration of the effects of the following social factors on individuals and their behavior: culture, social organization, social role, socialization, and social interaction. Prerequisite: An entry level course. Finigan, C. Ireson.

### **233 American Popular Culture**

Dynamics of popular culture in America: its structure, processes, causes, and effects. Relationships between leisure, recreation, mass communication, popular culture, mass entertainment and everyday life. Course objectives: To compare and contrast contemporary trends of American popular culture with past developments; to guide students in building of propositions based on socio-historical analysis of data. *Fall*. Gerson.

### **234 Crime and Delinquency**

Types and extent of criminal and delinquent behavior as social phenomena. Theory and practice concerning criminological typology, etiology, treatment, and prevention, programs and experiences in modern societies. Prerequisite: An entry level sociology course. *Fall*. Bjorkquist.

### **235 Social Change**

Origins of social change, patterns (e.g., revolution, reform, evolution). Classical and contemporary theories of social change, major social trends (e.g., indus-

trialization, cybernation, urbanization, secularization). Prerequisite: An entry level sociology course. *Alternate springs*. Staff.

### **236 The American Society**

An in-depth assessment of the American people, their culture and character as these are reflected in their institutions, values, processes, social structure, regions, and sub-cultures. *Fall*. Gerson.

### **235 Life Cycle: Childhood and Adolescence**

Socialization is a cumulative learning process that affects us all. This course will explore this process among children and adolescents. Topics will include how the society and culture structures this experience (including the influences of economic, religious, educational, ethnic, and other factors), historical changes in child-rearing, people and organizations influencing socialization (family, peers, church, school, TV), outcomes like self-esteem, and the learning of values and life cycle issues affecting children and adolescents (e.g., child abuse, teen pregnancy). Variations in this process by social class and gender will be explored. Students will be encouraged to integrate and apply material from several disciplines. Prerequisite: An entry level sociology course. *Alternate falls*. Finigan, C. Ireson.

### **236 Life Cycle: Adulthood and Aging**

A consideration of some of the structural and behavioral implications of older adulthood in American society. Included will be such topics as the significance of our cultural bias about aging and old people; relationship of the aged to the political, economic, educational, familial, religious, and other social structures of the society; and the social-psychological significance of aging for interpersonal dynamics. Prerequisite: An entry level sociology course and one psychology course. *Spring*. Bjorkquist.

### **230 World Population Problems**

This course examines population problems in various societies of the world and reviews theories of population growth. It explores critical variables such as fertility, mortality and migration and relates the population problem to factors that indicate the interdependent nature of the modern world. Prerequisite: An entry level sociology course. *Alternate springs*. Hey.

### **231 Methods of Social Research**

Overview of the theory and procedure of sociological research. Covers all stages of research including problem specification, choice of design, data collection and analysis, and research reporting, including practical experience in each. Prerequisite: One credit of statistics and two sociology courses. *Fall*. Finigan, R. Ireson.

### **232 The Urban Community**

Social organization of urban communities: development of cities, urban ecology,

urban living, role of cities in society, urban problems, and urban planning. Prerequisite: An entry level course in sociology.

*Alternate falls*. Hey.

### **333 Sociology of Religion**

Assessment of religion as a basic sociological variable and as an integral part of culture and society. Consideration of the institutional, organizational, and social psychological dimensions of religion and the ways in which religion affects, and is affected by, other aspects of society. Students will have the opportunity to do a sociological assessment of a particular religious group or sect. Prerequisite: An entry level course in sociology or consent of instructor. *Alternate springs*. Gerson, Bjorkquist.

### **334 Social Stratification**

Hierarchical differentiation in human societies. Review and critique of various theories and perspectives including those of Marx, Weber, Pareto, Mosca, Parsons, and Lenski. Relationship between hierarchical differentiation and other aspects of society. Patterns of stratification in various societies past and present. Stratification in contemporary America. Prerequisite: An entry level course in sociology or consent of instructor. *Spring*. Hey.

### **335 Work, Organization, and the Marketplace**

An examination of the structure and ongoing events in organizations. Formal and informal, large and small-scale organizations will be considered. Study will focus on the way individuals relate to organizations of which they are members and on how organizations themselves relate to their environment (physical and institutional). Prerequisite: An entry level sociology course. *Fall*. Gerson.

### **336 Sociology of Education**

This course examines the school as a social organization. Among the topics considered are social class, power, and control in modern education; patterns of social relations within schools; classroom organization and procedures and their relation to learning; and the roles of teachers, students, administrators, and community influences in shaping educational processes. The historical and social forces shaping modern education are also explored. Prerequisite: An entry level sociology course or consent of the instructor. *Spring*. Hey.

### **350 Introduction to Sociological Theory**

Developments in contemporary sociological theory. Particular theorists and contributions to the discipline are studied to discover continuity and pertinent criticism. Juniors and seniors only. *Fall*. Bjorkquist, Hey.

### **490 Research and Independent Study (1/2 or 1)**

The course is intended only for the qual-

ified advanced student with a solid preparation in the theory and methods of sociology who wishes to do an intensive research analysis or advanced independent study in an area not covered by an existing course in the department. *Every semester.* Staff.

#### **495 Internship in Social Science**

Students work in selected social service

and other organizations supervised by organization supervisors. Opportunity to observe the operation of agencies and develop some skills in working with people. Students spend 12 to 15 hours a week interning and attend a periodic seminar. Prerequisite: Consent of instructor.

*Spring.* Staff.

#### **497 Thesis**

*On demand.* *Spring.* Staff.

#### **499 Senior Seminar in Sociology and Anthropology**

Theory and research in Sociology as it applies to general and specific areas of study. Particular emphasis given to contemporary applications. Prerequisite: Senior majors or consent of instructor. *Spring.* Staff.

## Speech Communication

A major in Speech Communication is intended to improve the communicative skills of the student; to provide a richer appreciation of the rhetorical methods for giving effectiveness to the truth in human problem-solving; to foster an understanding of the role of the communication media in contemporary society and the ability to critique those media; and to offer classroom experience in the preparation and presentation of speeches to inform, convince, and actuate the audience.

Working toward these ends, the Speech Communication Department, in the context of a liberal arts education, prepares students for the new managerial and administrative sectors that are expanding today: personnel work, sales and advertising, positions in communications (television, radio and publishing); public service; and, with appropriate graduate work, the professions of teaching, law, architecture, the ministry and social work.

Courses in the Speech Communication Department that satisfy the General Education requirement are:

**Sp Com 220** Persuasion, Propaganda and the Mass Media (Part B)

**Sp Com 320** Mass Media and Society (Part B)

**Sp Com 321** American Public Address (Part B)

The speech communication major must complete a minimum of 7-1/2 credits in speech communication. Requirements include: 061x Intercollegiate Speaking and 062x Intercollegiate Debate or two semesters of 061x, 150 Public Speaking, 231 Rhetorical Theory and Criticism, 430 Research in Speech Communication, 496 Seminar in Speech Communication; one course from among: 241 Interpersonal Communication, 242 Leadership and Group Communication, 341 Organizational Communication; either 220 Persuasion, Propaganda and the Mass Media or 320 Mass Media and Society; either 321 American Public Address or 331 Argumentation. In addition, majors are required to take either ENGL 230 Intermediate Writing or ENGL 330 Advanced

Writing. Senior speech communication majors must pass a comprehensive written examination followed by an oral examination before being graduated.

A minor in Speech Communication requires: Sp Com 150, 231, 496; one course in the area of Communications: Sp Com 241, 242, or 341; and one course in the area of Mass Media: Sp Com 220 or 320.

Students are encouraged to take either ENGL 230, 250, or 251. Participation in Sp Com 061X or 062X is highly recommended.

The department sponsors an active Forensic Program for students interested in intercollegiate speaking and debate competitions. Forensic work and competition is under the guidance of the Director of Forensics. Student speakers are also called for by a number of civic organizations.

Students have the opportunity to participate in internships during their junior and senior years in radio and television stations, newspapers, hospitals, and public relations departments of organizations. Students interested in internships should contact the Chair of the department.

#### **Departmental Honors**

Students are eligible to graduate with Departmental Honors if they maintain a 3.7 in their courses for the major and either write an Honors Thesis or earn a High Pass on their comprehensive Written and Oral Examinations.

#### **Faculty**

Catherine A. Collins, Associate Professor, Chair

Rosemary Hart, Assistant Professor

Donald R. Swanson, Associate Professor, Director of Forensics

Karen L. Overton, Assistant Professor (part-time)

Jacques P. DePlois, Forensic Assistant

Michael Sauerwein, Forensic Assistant

### Course Descriptions

#### **061X Intercollegiate Speaking (1/4)**

Preparation, practice and competition in inter-collegiate speaking. Students travel to tournaments on other campuses.

Among speaking events included are: oratory, expository, extempore and impromptu speaking, oral interpretation and rhetorical criticism. *Every semester.* Swanson, DePlois, Sauerwein.

#### **062X Intercollegiate Debate (1/4)**

Preparation, practice and competition in debate. Students travel to tournaments on other campuses. Significant topical research required. Several levels and types of debate are offered. *Every semester.* Swanson, DePlois, Sauerwein.

#### **130 Fundamentals of Collegiate Debate (1/2)**

This course teaches students how to debate. Students will learn the fundamentals of policy and value debate, with college debate providing the models. The current intercollegiate policy and value topics will dictate the issues for discussion and analysis. Students will learn research skills by working with legal materials, government documents, and conventional library sources. The course includes in-class debating on the current value or policy topic. Students will be encouraged to debate

competitively though this is not a requirement of the course. *Fall*. Swanson.

### **150 Public Speaking**

Effective communication in front of an audience. Discovery and development of ideas, organization of material, use of language and the modes of presentation. Classroom speeches of different types, short papers, examination. *Every semester*. Collins, Swanson.

### **220 Persuasion, Propaganda and the Mass Media**

Political rhetoric and advertising serve as case studies for the use and influence of persuasion and propaganda in contemporary society. Special attention is paid to the role of the mass media in this process and to the ethics of persuasive and propagandistic techniques. *Alternate falls*. Collins.

### **230 Intercultural Communication (1/2)**

Study of the process of communication across cultural boundaries emphasizing a basic model of communication in the analysis of communication within and between various cultures, prediction of patterns and effects, and communication barriers. *Spring*. Staff.

### **231 Rhetorical Theory and Criticism**

History and critical survey of the principal theories of speech composition and delivery from Aristotle and Cicero to Burke and Toulmin. We will examine methods for critically analyzing speechmaking. *Spring*. Collins, Swanson.

### **241 Interpersonal Communication**

A study of communication in interpersonal contexts. The process of interpersonal contact, qualities of interpersonal messages, listening, verbal and nonverbal communication, interpersonal conflict and male-female communication. Papers and examinations. *Alternate springs*. Collins.

### **242 Leadership and Group Communication**

Principles of small group communication, including leadership development, role functions, decision-making and problem solving processes, task and maintenance dimensions of group interaction. The course also examines group contexts such

as panel discussion, open forum, conference methods, symposia presentations, committee decision-making, and social interaction. Emphasis on integration of theory and practice through small group presentations, observations and videotape review. *Fall*. Hart.

### **320 Mass Media and Society**

The role and influence of mass communication media in contemporary society. Effects of mediated communication on the individual. The scope of the course includes a variety of topics: communication theories, history of mass media, social effects, regulation, industry's social responsibilities and profit motive, and future developments. Attention is given to television, newspapers, radio, magazines, and film. An in-depth research project on a subject chosen by the student is required, including class discussions of research methods and findings. Perspectives integral to the course are drawn from all social science disciplines, as well as from the field of communications. *Fall*. Collins.

### **321 American Public Address**

History and analysis of speeches and speakers of importance in American history from Jonathan Edwards, Patrick Henry, and Sojourner Truth to John F. Kennedy, Martin Luther King, and Barbara Jordan. Closed to Freshman. Students are encouraged to take either Public Speaking or Rhetorical Theory and Criticism before this class. *Fall*. Swanson.

### **331 Argumentation**

This course takes a rhetorical perspective on argument. It focuses on the conditions for reasoned controversy and the argumentative process. It explores problem solving through evidence, reasoning, language, and persuasion. Argument is examined in legal, legislative, advertising, and relational contexts. *Spring*. Collins, Swanson.

### **341 Organizational Communication**

This course examines the communication process in organizations; the storage, processing, and dissemination of communication that enables organizations to function. Because communication in organizations is frequently ineffective, the course discusses appropriate ways of

diagnosing and managing organizational communication. Attention is given to communication load, communication rules, and communication networks. *Alternate springs*. Collins.

### **390 Independent Study (1/2-1)**

Individual programs in which a student can study a topic not normally available in the department curriculum. A student could conduct critical or experimental research in the field or pursue a detailed program of study in a specific area of interest. Each independent study plan must have the approval of the Speech Communication faculty. *On demand*. Collins, Swanson.

### **430 Research in Speech Communication**

An introduction to the methods of research in speech communication: an identification of the major types of rhetorical and communication studies; writing the research question; research strategies; major methods of qualitative research. A major emphasis on interviewing techniques for journalistic, counseling, elite, and employment/appraisal interviews. *Alternate falls*. Swanson.

### **490 Independent Study (1/2-1)**

Individual programs in which a student can study a topic not normally available in the department curriculum. A student could conduct critical or experimental research in the field or pursue a detailed program of study in a specific area of interest. Each independent study plan must have the approval of the Speech Communication faculty. *On demand*. Collins, Swanson.

### **496 Seminar in Speech Communication**

Students and department faculty will read and discuss current research in speech communication. The topic for the seminar will be based on student and faculty interest. Students will conduct, write, and orally present a major paper. Participation in the seminar and completion of writings and orals will constitute the senior year experience. Minors in speech communication will be required to take this course; they will not be required to take orals and writings. *Fall*. Collins, Hart, Swanson.

## Theatre

The Theatre Department has several specific objectives: the preparation of students for professional theatre positions, the exploration of alternative forms of theatre performance, the study of theatre history and theatre literature, the integration of theatre into the liberal arts arena, and the introduction of all liberal arts

students to the aesthetic process of dramatic presentation. The Department believes that the study of theatre is central to the liberal arts orientation at Willamette. All students should have an understanding of theatre as it reflects man and society in terms of moral issues, political and ethical questions, and topics important to the growth and development of society.

Thus the Department supports a liberal arts orientation and believes that interdisciplinary courses and integration of knowledge must be a significant part of any theatre student's training. The Department believes that close student-teacher relationships throughout the academic career are highly important to the growth of the individual student artist. The Department also believes that it is important for the student to be exposed to as many professional performances from as many diverse philosophies as possible. Finally, the Department believes that every student must have constant exposure to the challenges of theatre performance and should, each year, serve in a variety of different performance capacities.

Career opportunities in theatre are changing as the theatre profession moves away from the escapist drama generated in New York in the mid-fifties. Today theatre is moving back to the local communities with career opportunities in resident repertory companies, touring companies, and children's/community theatre. Theatre education is now becoming an alternative for individuals not interested in theatre performance. Many students interested in careers in social services are finding theatre a valuable major as they attempt to find new ways to deal with mental illness, the handicapped and the institutionalized.

#### Departmental Honors

Students are eligible to graduate with Departmental Honors if they maintain a 3.5 cumulative average in the major courses and have demonstrated outstanding achievements in the extra-curricular theatre program, or theatre scholarship. Students will be nominated for Departmental Honors during their senior year.

The Theatre Department is found in the Willamette Playhouse. Renovated in 1978-79, the Playhouse has become one of the outstanding educational theatre facilities in the state. It includes the thrust-stage Kresge Theatre, an arena theatre, set construction area, dance studio, make-up and costume rooms, film room, classrooms, and offices.

Courses in the Theatre Department which satisfy the General Education requirement are:

**Theatre 110** The Theatre: A Contempo-

rary Introduction (Part A, Fine Arts)

**Theatre 112** Costume and Dress Through the Ages: Pre-Christian to Present (Part A, Fine Arts)

**Theatre 215** Major Forms of Drama (Part A, Fine Arts)

**Theatre 216** Modern Trends in Drama (Part A, Fine Arts)

The Department of Theatre offers two degrees through the University: the Bachelor of Theatre and the Bachelor of Arts or Science in Theatre.

#### Bachelor of Theatre Degree

The Bachelor of Theatre program is designed for those students who specifically seek performance careers in theatre.

These students are expected to demonstrate excellence or exceptional potential in one of the performance aspects of theatre as well as exemplify a professional attitude and discipline in their approach to theatre study. The Bachelor of Theatre candidate is expected to enter the degree program after a sophomore evaluation by the faculty, at which time specific curriculum requirements for the individual will be established. Candidates must plan for a minimum of two full academic years (four semesters as a full-time student) within this major program. The Bachelor of Theatre student will divide the B.T. academic program between the prescribed theatre courses, cognate courses, and courses outside the theatre. All B.T. students must take 16 credits outside the department to complete the degree.

#### Core Requirements for the Bachelor of Theatre Degree:

Acting I	1
Directing I	1
Stage Make-up	1/2
Stagecraft I	1/2
Scene or Costume Design	1
A Theatre History Course	1
Modern Trends in Drama	1
Seminar in Theatrical Criticism	1
Theatre Practicum	1
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#### Acting Emphasis

Acting II	1
Movement	1/2
Acting Studio I	
Acting Studio II	
Acting Studio III	

Acting Studio IV (3 or 4)	3
Voice Training	1/2
A Dramatic Literature Course	1
Special Studies in Theatre	1
Four courses from 3 of the following:	
Art	
History	
Literature	
Music	
Philosophy	
Psychology	
Sociology	4
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	11

#### Directing Emphasis

Acting II	1
Directing II	1
A Second Theatre History Course	1
Major Forms of Drama	1
A Second Design Course	1
Special Studies in Theatre	1
Four courses from 3 of the following:	
Art	
History	
Literature	
Music	
Philosophy	
Psychology	
Sociology	4
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	10

#### Design/Tech Emphasis

Stagecraft II	1/2
Stage Lighting	1
A Second Theatre History Course	1
Design Studio I	1
Design Studio II	1
Special Studies in Design	1
Modern Trends in Drama	1
Art 215-Survey of Art History	1
Art 216-Survey of Art History	1
Art 111, 112, 113, or 114	1
One credit from any of the following:	
Physics 117-Light and Color (1)	
or	
A Computer Science Course (1)	
or	
Music-Audiosynthesis and Recording (1/2) plus an additional 1/2 credit Art Studio Course, or equivalent	1
	<hr/>
	10-1/2

Bachelor of Theatre candidates must complete 16 credits outside the Department, these to include the cognate course requirement, courses that meet the English and Mathematics proficiency requirements, and courses that meet the 7-credit General Education Program requirement.

In addition: A. The B.T. major will have significant participation in each Major production in the Department Season and have significant involvement in all aspects of production during the university career. B. B.T. majors will audition for all Major and Second Season productions. C. Each B.T. major must pass a junior and senior evaluation in order to continue progress toward the degree. During the evaluation, students will meet with the full-time faculty to discuss curricular and extra-curricular performance. The faculty, at each evaluation, has the option of passing the student, denying the student major status, or placing the student on a six-week departmental probation, during which time the student will have an opportunity to correct the stated deficiencies. At the end of the probationary period the student will repeat the above stated evaluation process.

A fifth year internship is available to selected B.T. students who would particularly profit from one or two semesters of apprentice experience.

#### **Double Degrees in Theatre and Liberal Arts**

In a rare case a student may wish to earn a liberal arts degree as well as a professional theatre degree from Willamette. It is important for such a student to consult the catalog selection on double degrees (p. 7) and the Registrar's Office for information regarding the specific requirements which must be met to earn both degrees.

#### **Bachelor of Arts and Bachelor of Science Degree**

The Bachelor of Arts and Science degrees in Theatre are designed for students whose career goals are not as explicitly identified as those students seeking the B.T. degree, or who wish to utilize theatre study in other contexts such as academic scholarship, communications, social services, teacher education or other humanistic studies.

The students electing to develop a B.A. or B.S. major in theatre must plan to take approximately one-third of their university credits from a core of courses within the department, a third from related areas of study and a third in courses not directly related to theatre. They must satisfy the University requirements for the specific degree (see p. 7), including proficiency in English and mathematics and the 7-credit General Education Program.

#### **The requirements for the B.A. and B.S. degrees in Theatre are:**

Acting I

Stagecraft I and II	1
Directing I	1
Theatre History I or II	1
Theatre Criticism	1
Modern Trends in Drama	1
Studio (Tech or Acting)	1
Stage Make-up	1/2
Scene or Costume Design	1

#### **Two credits from the following:**

Acting II	1
Voice Training	1/2
Lighting Design	1
Advanced Make-up	1/2
A Studio Acting Course	1
A Studio Technical Course	1

#### **Related Area Requirements:**

A Second Dramatic Literature Course	1
A Western Civilization Course	1
An Art or Music History Course	1

#### **Recommended:**

Psychology of Personality
Art Performance Courses
Music Theory or Performance Courses
Sociology or Anthropology Courses
History or Religion Course

In addition: A. The B.A. and B.S. majors will have significant participation in four Major productions during their college career, including at least one experience in each of the following areas: Area A: Acting/Directing/Stage Management; Area B: Set Construction, Lights, Properties, Costumes. B. Each B.A. and B.S. major must pass a junior and senior evaluation in order to continue progress toward the degree. During the evaluation, students will meet with the full-time faculty to discuss curricular performance. The faculty at each evaluation has the option of passing the student, denying the student major status, or placing the student on a six-week departmental probation, during which time the student will have an opportunity to correct the stated deficiencies. At the end of the probationary period, the student will repeat the above-stated evaluation process.

(At any time during the student's career, the individual student or any member of the faculty can request a departmental evaluation.)

The minor program in Theatre consists of five credits to be selected from the following courses in consultation with the Theatre Department. Students will select the option of a Critical Emphasis or a Technical Emphasis.

**I.** All students minoring in Theatre will take: Theatre 110

**II.** Four additional credits to be selected from the option chosen.

**A.** Critical Emphasis: Theatre 215 or 216, 231 or 232, 141, and 491.

**B.** Technical Emphasis: Theatre 010X, 130, 155, 165, 216, and 240.

#### **Faculty**

William Z. Iron, Associate Professor, Chair  
Christopher Harris, Assistant Professor  
Nicholas Leland, Associate Professor  
Holly Hamblen Long, Instructor (part-time)  
Nicki Merrell, Instructor (part-time)

#### **Course Descriptions**

##### **010X Theatre Practicum (1/4)**

Any student who is making a significant contribution (either technical or performance) to a faculty-directed play which is being presented in the department's major season, may apply to receive credit for this activity. This application must be submitted during the production schedule (not after) and will be evaluated by the faculty member involved who will determine the amount of credit which the student would receive. Prerequisite: Being cast or selected to participate in a particular play. *Every semester.* Staff.

##### **110 The Theatre: A Contemporary Introduction**

This course provides for the non-theatre students an introduction to the broad spectrum of theatre's principles, goals, physical resources and working procedures. Sections are included on concepts of theatre, acting, production, audience and theatrical literature. Opportunities are afforded for direct involvement in performance and technical activity, critical writing and discussion, and attendance at outside theatre events. *Fall.* Iron.

##### **112 Costume and Dress Through the Ages: Pre-Christian to Present**

This course examines how costume and fashion reflect cultural and individual perception. Attention is focused on the evolution and development of clothing from prehistoric to present times. Examples are drawn from theatrical costume supplies. *Fall.* Merrell.

##### **130 Directing I**

Fundamental historical, theoretical and practical aspects of play direction. Analysis of directorial approaches, scripts, and conditions of presentation in various performance circumstances. Work with script analysis, rehearsal techniques and technical consideration of production. *Spring.* Iron.

##### **140 Acting I**

Course work in fundamental techniques of acting. The students will do intensive personal and social investigation through exercises in movement, voice training and improvisation as a method of making contact with themselves and others as they explore an actor's training. *Fall.* Leland.

##### **141 Acting II**

Study of major realistic/naturalistic acting theory. In-depth exploration of play and character analysis, directing technique and ensemble work. Prerequisite: Thtr 140. *Spring.* Leland.

**155 Stagecraft I (1/2)**

An introduction to the physical aspects of theatre production. This course provides students with the basic knowledge and skills used in backstage production support. Areas of study include construction, costuming and lighting. Required of all theatre majors, but also intended for the interested non-major who would like to explore the performing arts from the back-stage point of view. *Fall*. Staff.

**165 Stagecraft II (1/2)** Analysis and detailed application of the principles introduced in Stagecraft I. The course will provide the comprehensive knowledge that will prepare students to plan and direct the technical aspects of backstage production. Required for all B.A. and B.S. theatre majors. Prerequisite: Thtr 155. *Spring*. Staff.

**180 Beginning Jazz Dance (1/2)**

Class participation in basic Jazz techniques. Develops students' understanding of Jazz dance as an expressive art form through movement and combinations of Jazz movements. *Fall and Spring on demand*. Hamblen Long.

**181 Fundamentals of Ballet (1/2)**

Class participation in basic techniques of ballet. Develops an understanding of the body and grace. Also develops appreciation of music and ballet as an expressive dance form. *Fall and Spring on demand*. Hamblen Long.

**182 Fundamentals of Modern Dance (1/2)**

This course offers work in basic modern dance techniques. Through floor exercises and dance combinations, the students are introduced to modern dance as an expressive medium of art, their bodies as tools of expression. *Fall and Spring on demand*. Hamblen Long.

**183 Intermediate Ballet (1/2)**

This course utilizes the concepts studied in beginning ballet and furthers the student's study of line placement and musicality. Intermediate ballet emphasizes style, speed and refinement of the student's techniques. Prerequisite: Previous ballet training or consent of instructor. *Spring*. Hamblen Long.

**184 Classical Ethnic Dance (1/2)**

This course will give beginning dance students an introduction to variations of dance styles. These will include classical interpretations of the tarantella, Spanish, czardas, and schottische variations and others. *Alternate springs*. Hamblen.

**215 Major Forms of Drama**

Analysis of the major genres of drama from Greek through French Classical Drama in terms of dramatic form, style and conditions of performance. Special emphasis on tragedy and comedy with additional study of tragicomedy, melodrama and farce as exemplified by speeches, scenes and scripts of appropriate plays. *Alternate*

*falls*. Iron.

**216 Modern Trends in Drama**

Analysis of dramatic literature and content from Ibsen to the present. Special emphasis on modern realistic and non-realistic trends in literary concept, dramatic style and stage presentation, as exemplified by speeches, scenes and scripts of appropriate plays. *Alternate springs*. Iron.

**230 British Theatre History**

A historical study of dramatic performance in England from the Restoration (1660) to the end of the Modern Period with special emphasis being placed on the relationship between the theatre and the current social and political conditions of the people. *On demand*. Iron.

**231 Theatre History I: Beginning to 1650**

The development of the theatre as a culturally significant mode of expression. A broad study of people, movements and techniques which, directly and indirectly, have influenced theatre's development as a significantly expressive force. Covers period from primitive beginnings to close of theatres, in England, in 1642. *Alternate falls*. Iron.

**232 Theatre History II: 1650 to Present**

The development of the theatre as a culturally significant mode of expression. A broad study of people, movements and techniques which, directly and indirectly, have influenced theatre's development as a significantly expressive force. Covers period from closing of theatres in England in 1642 to the present. *Alternate springs*. Iron.

**240 Stage Make-up (1/2)**

This course will investigate techniques used in applying corrective and character make-up for the stage. The course is intended for students interested in theatre, although it also applies to people wanting to learn more about make-up as it applies to fashion and facial anatomy. Purchase of make-up kit is required for practical application of the techniques studied. *Fall*. Leland.

**282 Modern Dance II (1/2)**

Course work utilizes principles and techniques learned in Fundamentals of Modern Dance. Emphasizes further refinement of skills and expressiveness. Prerequisite: Previous Modern dance training or consent of instructor. *Spring*. Hamblen Long.

**283 Intermediate Jazz Dance (1/2)**

Class participation in an intensive study of basic and intermediate Jazz dance techniques. Emphasizes refinement of skills and expressiveness. Prerequisite: Previous Jazz dance training or consent of instructor. *Spring*. Hamblen Long.

**289 Voice Training (1/2)**

The human voice and its effectiveness for stage, microphone, camera or speaker's platform. Study and practice in breath

control, articulation, diction, phonetics and expressiveness. *Alternate springs*. Leland.

**340 Acting Studio I**

Advanced theatre training designed to allow individual, in-depth exploration of the realistic acting process, play and character analysis, directing techniques and ensemble work. Intended primarily for upper class theatre majors. *Alternate falls*. Leland.

**341 Acting Studio II**

Advanced theatre training designed to allow individual, in-depth exploration of the comedic acting process, play and character analysis, directing techniques and ensemble work. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 or consent of instructor. *Alternate springs*. Leland.

**342 Acting Studio III**

Advanced theatre training designed to allow individual, in-depth exploration of style as a continuation of the realistic acting process. Specific work in Greek and Elizabethan tragedy, character and play analysis, directing techniques and ensemble work. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 and 141 or consent of instructor. *Alternate falls*. Leland.

**343 Acting Studio IV**

Advanced theatre training designed to allow individual, in-depth exploration of avante-garde acting techniques, play and character analysis, directing techniques and ensemble work. Specific work in Artaud, Grotowski, Beckett, Genet, Pinter and Brecht. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 and 141 or consent of instructor. *Alternate springs*. Leland.

**345 Advanced Stage Make-up (1/2)**

Theory and practice in make-up for the stage, television and cinema; further development of skills in pigment, character analysis, selection and use of make-up supplies. Exploration and development of new techniques in mold and mask making, plastics, foams, hair piece and wig construction, non-realistic make-up and make-up design. Prerequisite: Thtr 240. *Alternate springs*. Leland.

**355 Fundamentals of Scene Design**

A course to promote an understanding of the process of creating scenic designs. Through project assignments, class work will focus upon the reading and analysis of texts, the discovery and selection of dramatic images, and their translation into a three dimensional scenic form. Required of all theatre majors. *Spring*. Staff.

**356 Fundamentals of Stage Lighting**

The study of lighting design theory and its application to performance and performance spaces. The course will cover electricity, uses of instruments and control equipment, the principles and theory of

light and color, textual analysis, enhancement of dramatic atmosphere and image.

Prerequisite: Thtr 165. *Alternate springs.*

Staff.

### **357 Scene Design/Production**

#### **Studio I**

Advanced course allowing individual, in-depth exploration of various aspects of the theatrical design process. Incorporates, through both theoretical and practical projects, text and performance analysis, development of scenic, costume and/or lighting concepts, problems of technical execution. Prerequisites: Thtr 155 and 165, 355 or 356, and permission of instructor.

*Fall.* Staff.

### **358 Scene Design/Production**

#### **Studio II**

Advanced design projects incorporating the skills developed in Design Studio I, with special emphasis on production period and style. The class will include production design work and assignments geared towards portfolio presentation.

Prerequisites: Thtr 357 and permission of instructor. *Alternate springs.* Staff.

### **435 Seminar in Contemporary**

#### **Theatrical Criticism**

Theatrical Criticism will trace the major theories which have been historically and intrinsically significant to the development of theatrical values. The scope of the course will be broad, including criticism from Aristotle to Grotowski. Prerequisite:

Approval of instructor. *Alternate springs.* Staff.

### **444 Arts Management**

Study of the business and legal aspects of arts activity in America's establishment and non-establishment art areas. Special attention to such subjects as: general funding, touring, government grants and alternative careers. *Alternate years.* Iron.

### **480 Directing II**

Advanced study into theories of direction with practical application. The student will direct scenes on the flexible stage and will finally prepare a play for presentation before an audience. Prerequisite: Thtr 130.

*Alternate years.* Staff.

### **491 Special Studies in Theatre**

Special Studies in Theatre is designed to allow advanced students an opportunity to undertake a study of specific topics in theatre which are not offered in the regular curriculum. Prerequisite: Consent of instructor. *Fall and spring.* Staff.

## Section III

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Student Life  
Admission  
Tuition and Expenses  
Financial Aid

**“Problems will always torment us because all important problems are insoluble: that is why they are important. The good comes from the continuing struggle to try and solve them, not from the vain hope of their solution.”**

*From The Vital Center: The Politics of Freedom* by historian and presidential advisor Arthur Schlesinger, Jr., Opening Days lecturer at Willamette, 1983.

# Student Life

The Student Affairs Staff provides a unified effort to seek ways to continually improve the quality of campus life for students. Specifically the program seeks (1) to expand student involvement in campus life through the development of a comprehensive activities program and a student self-governance system; (2) to develop a well informed residence hall staff possessing peer counseling and leadership skills; (3) to enrich residential and campus life emphasizing faculty-student contact outside the classroom; (4) to provide personal, academic and career advisement to help students assume responsibility for their own decisions, behavior and the atmosphere of the living environment.

Coordinated by a Vice President for Student Affairs, the following offices are part of Willamette University Student Affairs: Counseling and Career Development, Residence Life, Campus Safety, Student Activities and the University Center, Intercultural Student Affairs, Health Center, and Intercultural Student Affairs.

## **Residence Life**

The Office of Residence Life, in congruence with Willamette University's mission to provide an excellent, liberal arts education, is committed to providing students a safe, secure and predictable living environment. Central to this effort is the development of community within and among the various living organizations. Community is defined as a group of diverse people, living in close association, who are independent. The unique contribution each member can make for the community is essential in transforming this definition into reality.

An in-residence staff of Head Residents and Resident Assistants (R.A.'s) facilitates activities within each residence and assumes many of the management responsibilities. Campus residences are designed to provide comfortable living accommodations. Since one's living environment offers a unique backdrop for a variety of out-of-classroom learning opportunities, many athletic, cultural, academic, social, and educational programs are planned throughout the year.

Each residence unit features comfortable lounges, recreational facilities, and conveniently located dining areas. There are 18 separate living units on the campus, including six national fraternities and three national sororities. New students are assigned residence accommodations in priority order based on the date their ad-

vance deposits are paid. All undergraduate students who are not of junior status or 21 years of age must live in University-owned and operated campus housing, as space permits, unless living with parents or spouse.

## **Counseling, Career Development and Intercultural Affairs**

The Counseling Center provides services to the university community in three areas: personal counseling, career development, and intercultural student advising and programming. These services are intended to promote students' learning, personal growth and health, effective life planning, cultural awareness, and overall satisfaction with their Willamette Experience.

Individual counseling is available to students on an appointment basis during each academic semester between the hours of 8 a.m. and 5 p.m. on weekdays. If all available counseling hours are filled during a semester, students requesting service will be seen during a designated "drop-in" period, put on a waiting list until time is available or referred to counseling resources in the community. One-to-one counseling is typically short term in nature and designed to promote a student's personal growth or to support a student through a variety of situational difficulties which are adversely affecting academic performance. The Counseling Center is not in a position to offer long-term therapy, in-patient treatment or comprehensive crises-intervention service. The counselors also provide other types of services to the campus community such as counseling for couples and groups, training and consultation, outreach programs to the residence halls and organization development efforts.

The Career Development Office provides assistance with career and life planning and is available to both individuals and groups, and works closely with faculty advisors when appropriate. Emphasis is on learning the processes of self-assessment, exploration of options, decision-making, search and selection. A file of career biographies for Willamette Alumni Career Consultants is available for students to read and the alumni can be contacted for advice on their own career choice and search process. A career library in the Bishop Counseling Center contains materials on the current job market and occupational trends. Staff provide workshops in career exploration and job search skills and host visitors to the campus who wish to interview students for post-college employment or graduate work. Off-campus employment notices are also posted in the Career Development Center.

The Intercultural Student Coordinator's Office provides support for the special needs of minority, international, handicapped and non-traditional students. This support can take a variety of forms, ranging from tutorial assistance to advice on immigration regulations. The Intercultural Student Coordinator is also committed to using various methods (teaching courses, speaking to groups, one-to-one meetings) to sensitize the majority student population at Willamette to cultural differences and alternative world perspectives.

## **Religious Life**

Willamette University realizes the significance of religion in personal and social affairs and offers a variety of opportunities for growth in understanding, commitment, and action in the area of religion. Activities (retreats, worship, speakers, forums, discussion groups, service projects, etc.) are

organized both by the Office of the Chaplain and by the many religious groups on campus that are primarily the outgrowth of student interests. In the immediate past, religious organizations have included a United Methodist fellowship, the Willamette Christian Fellowship, the Fellowship of Christian Athletes, Campus Ambassadors, the Newman Club (Roman Catholic), a Latter Day Saints fellowship, Campus Crusade for Christ, The Christian Science Organization, and the Christian Legal Fellowship. In addition, Jewish students annually organize an observance of Passover on campus, the Moslem students on campus have occasionally gathered for observances and prayer, and there is an informal association for pre-ministerial students. The University Chaplain, in addition to other responsibilities, is available for private counseling with students.

### **Health Center**

The University Health Center offers a variety of services including the management of selected acute and chronic illnesses and injuries. As part of the Center's commitment to health maintenance, physical exams, Paps, weight control management and other services are offered to promote optimal health. In addition, the Health Center sponsors an annual campus-wide health and wellness day to educate the community on current health related issues.

Staff includes a full-time certified nurse practitioner, a registered nurse, and a part-time physician. In our desire to offer the best possible health care service, outside health care providers are used as necessary.

### **Standards of Conduct**

To enable Willamette University to fulfill its purpose, it is the common responsibility of all persons associated with the University — students, faculty, administrators, alumni and trustees — to serve to maintain and improve a campus climate that generates enthusiasm for learning and respect for human dignity in all relations, to represent the University in the broader social community in a manner consistent with the principles and purposes of the University, and to honor the commitment of Willamette University in the governance of their conduct and abide by the standards of conduct set. Standards of conduct are applicable to all members of the University community, visitors and guests, and are designed to promote individual and group governance with dignity, decency, and maturity. In particular, such standards are directed toward social and living relationships pertinent to the University as a residential campus. It is assumed that each individual recognizes his/her responsibility to the University community and that ultimately he/she can be held accountable by other members of

the community for failure to assume those responsibilities.

Standards of Conduct and related rules having university-wide application are formulated by the joint action of students and faculty members in the Student Affairs Committee. They are given authorization with the approval of the President of the University acting on behalf of the Board of Trustees. Standards of Conduct represent the best consensus that has been achieved through the active participation of the various constituent parts of the University community. As such these are community expectations and neither legal prescriptions nor moral absolutes. Measures taken in regard to those who do not conform to these standards are not punishment for actions committed, but are sanctions for failure to fulfill responsibility.

The policies governing student conduct, judicial and appeal procedures, possible penalties for violations of the Standards of Conduct, and grievance procedures are included in the Student Handbook for Willamette University. The Handbook is distributed to new students at the beginning of each academic year in order to meet the University's moral and legal obligation to provide all members of the campus community with information governing campus conduct and judicial procedures.

### **Safety and Security**

The University seeks to provide a safe and secure environment for members of the campus community. To achieve that objective, security personnel, residence hall staff and other administrators are trained and available to assist members of the campus community. Willamette University, however, is an open campus and not completely removed from the activity of the medium-sized city in which it is located. Students are urged to be cognizant of their own safety and security while on and off campus. *Ultimately, the responsibility for personal safety and the security of personal belongings rests with the individual student.*

## **Student Organizations**

Willamette students have the opportunity to participate in some 30 recognized student clubs and organizations, ranging from recreational sports clubs, student chapters of professional societies, and the Associated Students of Willamette University, to religious organizations, academic honoraries, and special interest groups.

### **Student Activities**

The Student Activities Office plays a critical role in the liberal arts mission of Willamette University by providing practical experiences in a life laboratory to balance what occurs in the classroom. Opportunities are offered for students to be

decision-makers, leaders and educators through active participation in the design, implementation, and evaluation of programs and services.

The Office works in cooperation with students, faculty, and staff on development of the following University programs: Opening Days, Parents/Family Weekend, Willamette Week, Homecoming, weekly convocations featuring celebrated speakers and performers, Holiday Festival, Freshmen Glee, Women's Week, College Bowl, Honors Banquet, Honors and Awards Convocation, coffeehouses, and outdoor programs. Student organization formation, university recognition, and program advising are also coordinated through the Student Activities Office.

The staff are committed to the philosophy that this "hands-on" mode of learning facilitates personal growth and self-expression. Students interested in leadership positions or skill development are encouraged to visit the office to discuss possible opportunities.

### **University Center**

The George Putnam University Center is designed to serve as the hub of campus activity and as a meetingplace for members of the Willamette University community. The University Center serves faculty staff, students, alumni and guests through facilities and programs including: check cashing, mail, study rooms, meeting rooms, dining facilities, student organization space, general campus information, copying services, and administrative offices.

The Office of Student Activities assists student organizations in their formation and growth.

### **The Associated Students of Willamette University**

All undergraduate students taking more than 1-1/2 credits automatically hold membership in the ASWU. Graduate students and special students may also affiliate.

The student body office provides centralized information about student activities, typing, mimeographing, and xeroxing services to students.

Committees of student government include the Activities Board, Election Board, Finance Board, and Publications Board.

### **Eligibility for Office and Activities**

Students in the College of Liberal Arts are eligible for office if they are in good academic and disciplinary standing and are registered as regular students of the University. Students on academic or disciplinary probation may not hold an office or represent the University in any public way. The required standard of work and conduct must be continued throughout the tenure of office or participation in a nonacademic program.

### **Programming Committees**

Willamette students have the opportunity to work closely with administrators and faculty to determine the future directions of the University.

**Educational Programs Committee:** This committee is designed to help maintain and improve the educational environment of the University by sponsoring campus visits by outstanding artists and speakers (e.g., Ralph Nader, Arthur Schlesinger, Jaohn Fahey). The committee sponsors the annual "Willamette Focus" series. In Spring, 1985 the focus was on women and the programs included a film series honoring women in the media, feminist/civil rights activist Flo Kennedy, an evening of dance works by choreographer Toni Pimble as performed by the Eugene Ballet Company, and a debate on Women's Role in American Society between Phyllis Schlafly and Eleanor Smeal. The focus for 1985-86 is the Northwest, and programs will include presentations by northwest artists, authors and political and business leaders.

**University Center Advisory Board:** This Board creates and implements policies and procedures which affect the use of the Putnam University Center.

#### **Publications**

The Willamette *Collegian* is the University newspaper published bi-weekly by the Associated Students. The paper represents the student life of Willamette. As part of a newswriting class, students work with faculty advisors to gain practical experience in all phases of newspaper work.

*The Wallulah* is the yearbook published annually by the Associated Students. It is a volume composed of pictures and comments on the current year's activities from the student viewpoint.

The campus literary magazine, *The Jason*, contains original essays and poems by Willamette students, faculty and alumni.

#### **Fraternal Organizations**

For women students, Willamette has three national sororities. They are Alpha Chi Omega, Delta Gamma, and Pi Beta Phi.

There are six national fraternities for men: Beta Theta Pi, Delta Tau Delta, Kappa Sigma, Phi Delta Theta, Sigma Alpha Epsilon, and Sigma Chi. All fraternities and sororities have houses located on the University campus.

#### **Athletics**

Willamette has organized varsity teams for men in football, basketball, track, baseball, tennis, golf, cross country, swimming, and soccer. For women, Willamette has teams in soccer, cross country, volleyball, basketball, softball, tennis, swimming, and track.

The administration and faculty supervise the athletic teams to insure benefit to those who participate. An active intramural program is offered for both men and women. Competition in fourteen sports is available

to men and in seven sports to women. In addition, there are two coed activities. Willamette's varsity athletes compete within the Northwest Conference of Independent Colleges with dual affiliation in the National Association of Intercollegiate Athletics (NAIA) and the National Collegiate Athletic Association (NCAA), Division III.

#### **Honor Societies**

In order to recognize outstanding achievement in the various fields, Willamette University maintains chapters in many national and campus honor societies. These include the following:  
**Alpha Kappa Nu:** A senior honorary, granting membership on the basis of scholarly achievement. Election is limited to students in the top ten percent of the graduating class, one half of whom may be elected in the fall and the remainder in the spring preceding graduation.

**Alpha Lambda Delta:** A national scholastic honor society for freshmen with a minimum 3.5 grade point average.

**Kappa Delta Pi:** A national honor fraternity in education. Membership is based upon scholarship and interest in the profession of teaching and is limited to upper division and graduate students.

**Mortar Board:** A national leadership honorary which recognizes seniors for superior scholarship, leadership, and service to the University.

**Omicron Delta Kappa:** A national leadership honor society of juniors and seniors. Achievement in the five phases of campus life — scholarship; athletics; student government; social and religious affairs; publications, radio, music, and dramatic arts — is recognized as the basis for membership.

**Phi Eta Sigma:** The national honorary society for freshmen whose purpose is to promote high standards of scholarship. First or second semester freshmen who have earned a 3.5 grade point average are eligible.

**Phi Sigma Iota:** The national Romance language honorary society, open to advanced students in any of the Romance languages who maintain a high scholarship average.

**Pi Kappa Lambda:** A national music honorary fraternity for men and women, founded in 1918. It recognizes outstanding scholastic and performance achievement in music.

**Pi Gamma Mu:** A national honorary society to encourage undergraduate study and to improve scholarship in the social sciences. Membership is open to faculty, alumni, graduate students, juniors, and seniors who have had five courses in the social science field with a cumulative grade point average of 3.0 and a 3.5 in the social sciences.

**Delta Sigma Rho-Tau Kappa Alpha:** A na-

tional honorary society whose purpose is to promote excellence in public speaking. Students in the upper 35 percent of their class scholastically who participate in intercollegiate contests and show a consistent interest in forensics activities are eligible.

#### **Professional Societies**

**Mu Phi Epsilon:** A national professional sorority for women. Election is based on demonstrated outstanding musical ability and maintenance of a high scholastic average.

**Student Chapter, Music Educators National Conference:** An organization of student music educators which furnishes opportunity for professional growth in the area of the major.

**Student Education Association:** An organization composed of students who have a genuine interest in making teaching their career.

#### **Recognition Societies**

**Beta Alpha Gamma:** A sophomore honor society which recognizes excellence in character, scholarship, and service.

**Dobro Solvo:** A national Slavic honor society whose purpose is to recognize excellence in the study of Slavic languages and literature.

**Psi Chi:** A national scholastic honorary in psychology.

#### **All-Campus Events**

**Opening Days:** Willamette students, faculty and staff combine to present several days of activities to help incoming students familiarize themselves with and adjust to life at Willamette University.

**Willamette Week:** A week-long series of activities designed to develop campus spirit. Events range from whiffleball and Mill Stream races to trivia contests and ice cream socials.

**Parents/Family Weekend:** A time for students' parents and families to visit campus for a first-hand view of Willamette life.

**Freshman Glee:** Freshman Glee is an event unique to Willamette. Glee is a contest in which the freshman class challenges all the other classes to the composition and rendition of an original song based on a theme adopted for the occasion. Each class plans a marching formation and, after much pre-presentation enthusiasm, the entire class presents its song in competition with the other classes.

**Women's Week:** A week-long symposium designed to explore issues and concerns of women and men in a changing society.

**Other Events:** College Bowl, leadership workshops, Holiday Festival, Honors and Awards Reception, Greek Week, Expressions, and International Extravaganza.

#### **Alumni Association**

Students who have attended Willamette University for two years are considered

members of the Alumni Association. Any person who has attended for less than two years is also welcome to participate in all the benefits of the Association.

The existence of the Association is a recognition on the part of the University and individuals that (1) interest in education does not end when a student leaves the campus; (2) the campus has played a significant role in the lives of those who have studied and lived there; and (3) the institution will derive important benefit from the continued interest of its former students.

Alumni throughout the country assist the Admissions Office by serving as liaisons between the University and high school students, counselors, and parents. A net-

work of alumni also helps undergraduates in selecting careers and finding jobs after graduation.

The Association's activities and programs include, but are not limited to the following: annual Alumni Citation Awards, class and special group reunions; establishing and assisting Willamette Alumni Clubs throughout the United States and in Japan; assistance with providing information for and mailing the *Willamette Scene* and other alumni publications; opportunities for continuing education through study tours; support services for alumni groups such as those for the College of Law and the Atkinson Graduate School of Management, living organizations, and athletic and academic departments; an-

nual campus Alumni Day; and raising funds to help meet University annual needs, especially Financial Aid, as well as supporting Campaigns and special projects.

All alumni programs are administered through the Alumni Office in University House on Winter Street at Ferry Street. The management of the Association is vested with the Board of Directors comprised of the officers, 21 directors, two members of the University faculty, and two current students. Additionally, three alumni serve on the University Board of Trustees as representatives of the Association, and numerous other alumni are members of the Board of Trustees.

## Admission

Admission to Willamette University is selective. Each year approximately 400 freshmen and 90 transfer students are enrolled for the Fall Semester from a group of 1,400 applicants. The freshman grade point average of admitted students generally ranges between 3.0 and 4.0 with the likelihood of admission increasing in relation to the grade point average. The average solid subject GPA for entering freshmen is 3.5 and the average college GPA for transfers is 3.1.

Each application is reviewed for its individual merits, with consideration for diversity, as well as a balance of academic and personal strengths. A student body demonstrating high intellectual competence, interesting personal qualities, social awareness and ethnic, racial, religious, socioeconomic and geographic diversity is sought.

In keeping with our academic nature, the secondary school transcript receives the greatest consideration in the admission decision. Preference for admission is given applicants who have completed a minimum of two years of foreign language, three years of college preparatory mathematics, two years of laboratory science, three years of social studies or history, and four years of college preparatory English. Other factors such as creativity, demonstrated leadership, work experience, significant travel, and exceptional talent in a particular field are also weighed in the admission decision.

The record of a transfer applicant is reviewed in much the same way as that of the freshman applicant, but the college record tends to overshadow the secondary school record in importance. Although a personal

interview is not required for admission, it is strongly encouraged.

### Following are some important points regarding admission:

1. For maximum consideration for admission and financial aid, applications for freshman admission should be filed before March 1 (students applying for Early Decision should have everything completed by December 15).
2. Candidates will be notified of the admission decision by April 1 (Early Decision candidates will be notified by January 10).
3. Freshman applicants should take either the Scholastic Aptitude Test (SAT), American College Test (ACT), or Washington Pre-College Test (WPCT) early in their senior year and arrange to have the scores sent to Willamette.
4. Applications for transfer admission should be submitted as early as possible, preferably by March 1 (this date is particularly important for applicants wishing to receive maximum financial aid consideration).
5. All documents for admission to the University are permanently filed and cannot be returned to the student.

Applications for admission are supplied

by the Office of Admission, or may be obtained from the secondary school if the school is a participant in the Common Application Program. These forms should be returned as early as possible during the senior year, and preferably prior to March 1. Students are admissible on a rolling basis after March 1 until the class is filled.

Both freshman and transfer applications are also accepted for the Spring Semester which commences in early January. Candidates for the Spring Semester are notified of the decision of the Committee on Admission during the preceding fall.

### Procedures

To apply for admission to freshman standing, the applicant must submit:

#### Freshman Admission

1. An application for admission accompanied by a \$20 non-refundable fee.
2. An official secondary school transcript showing grades from the freshman year through the first trimester or semester of the senior year.
3. The school Report Form (provided with the application for admission) completed by the secondary school guidance coun-

selor or teacher.

4. Standardized test results from the Scholastic Aptitude Test (SAT), American College Test (ACT), or Washington Pre-College Test (WPCT).

**Transfer Admission**

- 1. An application for admission accompanied by a \$20 non-refundable fee.
- 2. Official transcript(s) of all previous college work.
- 3. An official secondary school transcript.
- 4. Transfer Reference Form(s) completed by an administrator or faculty member from each of the colleges attended previously. These forms are provided with the application for admission, and additional ones may be requested from the Office of Admission if needed.

The names of all colleges previously attended must be listed on the application. Failure to do so constitutes cause for cancellation of the student's registration at Willamette. Transfer students must have a minimum cumulative grade point average of 2.0 for all previous college work and be free from both academic and disciplinary action to be considered for admission. In most cases, courses taken at accredited colleges will receive full credit if they are comparable to courses offered at Willamette. Courses with grades below a "C" will not receive credit. Six quarter hours or four semester hours of transfer credit equal one Willamette credit.

Students admitted with an Associate of Arts degree from an accredited Oregon community college will receive automatic junior standing, providing both the mathematics and English proficiencies have been satisfied with prior course work.

Once a student has accumulated a total of 15 Willamette Credits (60 semester or 90 quarter hours), including any transfer work, no further credit from a two-year college will be accepted toward the degree, although such courses do remain part of the official record.

**Early Decision**

A well-prepared student who has made a

critical appraisal of the colleges in which he or she is interested and has decided Willamette is the first choice may apply for admission under the Early Decision Plan. The benefits to an Early Decision candidate are several. First, financial aid awards to Early Decision candidates are generally made well before those for Regular Admission candidates. Second, the Early Decision candidate, in submitting an earlier Advance Deposit, receives priority in housing assignments and class registration.

Early Decision candidates submit the same academic credentials as students seeking Regular Admission, except that their transcripts need only include grades from the freshman through junior years. Early Decision admission is reserved for candidates with above average records of achievement and aptitude. A student not eligible for admission on the Early Decision Program may still be admitted at a later date by the regular admission procedures.

The application deadline for Early Decision applications is December 15. The Office of Admission agrees to notify the student by January 10 (providing all credentials have been received) and the student agrees to accept admission if offered.

Financial aid awards for Early Decision candidates will generally be made within two weeks of the admission decision, providing the appropriate College Scholarship Service form has been received by the Office of Financial Aid. Early Decision candidates may either file the early version of the Financial Aid Form (FAF) or the standard version. If using the latter, Early Decision candidates are encouraged to submit the FAF promptly after January 1.

**Honors at Entrance**

Some entering freshmen with distinctive backgrounds are awarded Honors at Entrance by Willamette University. Criteria used in selecting students to be so honored include scholarship, activities,

citizenship and other indications of potential for outstanding contributions in college. Honors at Entrance are awarded without regard to financial need and carry no monetary grant. No special application is required to receive Honors at Entrance. Only applicants with solid subject GPAs of 3.5 or higher and a combined SAT score of 1100 (with a verbal score of at least 500) or an ACT Composite score of at least 26 will be considered.

**Advanced Placement**

Willamette University encourages student participation in the Advanced Placement Program sponsored by the College Board. AP scores of four and five will be granted credit (except for Music Theory). The amount of credit will be determined by the appropriate department.

The Department of Music does not accept the Advanced Placement Music Theory Examination score. All entering music students (freshmen and transfers) must take a theory placement exam which is administered on campus each semester before registration.

**Early Admission**

Some outstanding students may be admitted to the University prior to graduation from high school, providing the Committee on Admission believes they will benefit from early college enrollment. Early Admission candidates must have the full endorsement of their secondary school before their applications will be considered.

**Special and Part-time Students**

Students may apply to the University on both non-degree and part-time bases. Application procedures vary with individual circumstances for these special students, and they are requested to contact the Office of Admission for the appropriate forms.

# Tuition and Expenses

**Willamette University is committed to a tuition policy which protects the quality of educational opportunities offered while maintaining tuition at the lowest possible level.**

A flat tuition is charged to students taking from three to four and one-half credits.

The following schedule of fees and charges applies to the 1985-86 school year.

Tuition .....	\$6,950
Fees .....	\$ 60
Room and Board .....	\$2,950
*Health Insurance .....	\$ 148

Books (estimated) .....	\$ 250
Personal Expenses (estimated average) .....	\$ 500
Total .....	\$10,858

*\*Health insurance coverage is optional. Students can be exempted from these charges by signing a waiver with the Business Office. The health insurance is*

*offered for students not already covered by an existing policy. For further information about health insurance, please contact the Business Office.*

Application Fee .....	\$ 20
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Non-refundable fee charged to cover the costs of processing and evaluating the application file.

Advance Deposit . . . . . \$ 100  
 Non-refundable deposit which ensures an entering student's position in the class and on housing and registration lists. One half of the amount is applied toward the student's first semester bill. The remainder is kept on account with the University as a deposit for subsequent years and to cover charges for library fines, etc. After a student has completed one full semester at Willamette, the balance of the \$50.00 on account can be refunded when the student withdraws or graduates.

### Semester Tuition and Fees: Regular Students

#### College of Liberal Arts

Student Body Membership . . . . . \$ 30  
 (All undergraduate students taking more than one and one-half credits are required to hold membership in the Associated Students of Willamette University. This membership entitles the student to attend all home athletic events and to participate in and enjoy the benefits of 22 student activities; it also covers class dues and social events.)

#### Tuition

College of Liberal Arts, for regular students taking 3 to 4-1/2 credits . . \$3,475  
 Each 1/2 credit over 4-1/2 . . . . . \$ 386

#### Special Music Fees: Non-Major, Full-time

Private Instruction, 1/4 credit (15 1/2 hour lessons per semester) . . \$ 120  
 Less than a full semester, per lesson . . . . . \$ 10

#### Late Registration Fee

If a student fails to complete registration through the Business Office by 4 p.m. on the last official day of registration each semester, he or she will be charged a fee of \$10 for the first late day plus \$2 for each subsequent day until registration is completed.

#### Late Payment Fee

A fee of \$10 is added to the account of any student who fails to make deferred payments when due.

### Semester Charges: Part-time Students

A part-time student is defined as any student in the College of Liberal Arts who is registered for fewer than 3 credits.

#### Tuition

For courses in the College of Liberal Arts (not including private lessons in applied music) the following fees apply:  
 One fourth (1/4) credit . . . . . \$ 193  
 One half (1/2) credit . . . . . \$ 386  
 Three fourths (3/4) credit . . . . . \$ 579  
 One (1) credit . . . . . \$ 772  
 One & one fourth (1-1/4) credit . . \$ 965  
 One & one half (1-1/2) credit . . . \$ 1,738

One & three fourths (1-3/4) credit . . . . . \$2,027  
 Two (2) credits . . . . . \$2,317  
 Two & one fourth (2-1/4) credits . . . . . \$2,606  
 Two & one half (2-1/2) credits . . . . . \$2,896  
 Two & three fourths (2-3/4) credits . . . . . \$3,186

### Room and Meal Charges

Students who live on campus receive 19 meals per week. Meals are served throughout the school year except during Thanksgiving break, Christmas and Spring vacations. Double room occupancy, room and board charges are as follows:

#### Room and 19 Meals Per Week

\$1,475 (three meals Monday-Friday; two meals Saturday and Sunday) per semester. Single occupancy in the residence halls and fraternities will result in a \$325 per semester additional rental charge. Students housed in fraternity and sorority living units pay the same room and board charge listed above. The University reserves the right to alter its schedule of fees, charges, and meal options offered upon not less than six months notice.

All students contract for their rooms for the full academic year. Charges for room and meals are payable by the semester in advance, unless a deferred payment plan has been arranged in advance through the Business Office. No refund is allowed for meals missed. If a student withdraws from the University, the student is responsible for room and meals through the date of withdrawal.

### Payments

Tuition and charges for room and meals are payable in full by registration day each semester and are paid to the Business Office. Accounts are considered paid at registration if an approved payment plan (see Plan A below) is established with the Business Office. The University also makes available deferred payment agreements through an off-campus agency that allows for payment plans from one to four years. The University considered the off-campus agency plans to be an inexpensive, effective way for persons who want to spread their payments over a longer period of time. Please contact the student accounts office (503-370-6210) for more information about deferred payments. Students may not take examinations or be given a transcript of credits until all University accounts have been paid in full. A student who fails to make deferred payments promptly may be barred from class attendance and will be assessed the \$10 late payment fee. Students on contract will not receive a monthly bil-

ling and must pay in person or by mail on the dates designated on the Deferred Payment Contract. All checks returned to the bank will be subject to a service charge of \$10 and may result in the termination of deferred payment privileges and University check-cashing privileges.

For the convenience of the full-time student and his or her parents, the following deferred payment plan is available.

#### Plan A

This plan requires payment of approximately one-half at registration each semester. Please note that financial grants and scholarships from the school are deducted from the total charges before the down payment is computed. The balance is then divided into three equal payments. The dates for payments for fall are at registration, October 1, November 1, December 1. The dates for payments for spring are at registration, February 10, March 10, April 10. There is a \$30.00 charge per semester for all deferred payment plans.

#### Total Semester Cost (with insurance) 1985-86

Students living on campus:		
19-meal/Double Room . . . . .	\$ 5,084.00	
19-meal/Single Room . . . . .	\$ 5,409.00	
Students living off campus . . .	\$ 3,609.00	
	Pay at	Three
Examples (living)	Registration	Payments
Double/19	\$2,543.00	\$847.00
Single/19	\$2,709.00	\$900.00
Off Campus	\$1,809.00	\$600.50

Payments of more than the required minimum at registration will reduce the monthly payments. Books, extra courses, and music lessons are not included in the above payment schedules.

#### Refunds

Cash refunds in cases of voluntary withdrawal from a course or from the University will be allowed on tuition and student body membership, on the basis of the following schedule. Withdrawals within the first two weeks of the semester — 80 percent of assessed charges. Withdrawals during the third, fourth or fifth week of the semester — 60 percent of assessed charges. Withdrawals during the sixth, seventh, or eighth week of the semester — 40 percent of assessed charges. Withdrawals after eight weeks — no cash refund. Students who withdraw during a given semester will have the balance of their financial aid awards cancelled. In case of withdrawal, a non-music major carrying work in applied music will be charged for the lessons prior to withdrawal at the rate of \$10 per lesson. The balance of the charge is then subject to refund.

If a student voluntarily withdraws from the University for any reason (including medical), the student is responsible for room and meals through the date of withdrawal.

A student who is suspended or expelled

from the University is responsible for room and meals through the date of departure and forfeits all fees and academic credit for the semester.

Students who are forced to leave the University for medical reasons may elect to take credit for the amount of tuition paid less \$100 for administrative purposes and

less any Financial Aid received. This credit will be applied on the tuition assessed for the next subsequent semester during which the same student is registered in the University. A credit refund must be used within five years.

Medical withdrawals must be submitted to the Registrar from either the Medical Di-

rector at the University, or the Director of Counseling.

All students withdrawing from the University must notify the Office of Residence Life before their departure to initiate withdrawal procedures.

## Financial Aid

At Willamette University we believe every student should be able to select a college or university on the basis of considerations other than cost. Therefore, we are committed to providing financial assistance to all entering and returning students whose family and personal resources are insufficient to meet their educational expenses. Although the majority of our financial aid money is administered on the basis of need, there are also some merit scholarships and awards available that are not based on need.

### Need Based Programs

Need is determined by confidential financial information which students and their parents provide to the College Scholarship Service (CSS) via the Financial Aid Form (FAF). CSS, a branch of the College Board, is a private, non-profit corporation employed by students, parents and colleges to process and analyze the information provided on the FAF.

Financial need is the difference between the total cost to attend Willamette (including tuition, fees, room, board, books and personal expenses) and the amount the family is able to contribute. The College Scholarship Service determines the family contribution with an analysis of the information provided on the FAF. Although family income is generally the major criterion used to assess the family contribution, other factors are considered, including: assets, indebtedness, number of dependents, asset protection for retirement, unusual medical expenses, number of other family members attending college at the same time, etc.

Willamette is pledged to meeting one hundred percent of each student's need (providing all admission and financial aid application deadlines are met) with a package consisting of one or a combination of the following: scholarships, grants, employment and loans. Academic qualifications are given the major emphasis in determining the percentage of cash (i.e., grant and scholarship) which will be included in the student's financial aid award. Outstanding achievements in music, leadership, forensics, athletics and theatre are also considered.

### Merit Programs

Although eligibility for most of the financial aid available from Willamette is determined by the FAF, there are some programs for which need is not a criterion. These include our scholarships for National Merit Finalists, Semifinalists and Commended Students; our G. Herbert Smith Scholarships; and our Recognition Scholarships for Oregon Scholars. Students may receive only one of these University Merit Scholarships in any given year.

In addition to the above awards, there are also Talent Awards available in forensics, music and theatre. Awarded without consideration for need, these are given to students who demonstrate exceptional talent in the appropriate performance area. Students may receive a Talent Award in addition to one of the University Merit Scholarships.

### Application Procedures

**Apply for admission.** No student will be awarded financial aid prior to being admitted to the University. Students who have submitted all admission materials by March 1 will be given maximum consideration for financial aid. Students already enrolled should make application directly to the Office of Student Financial Aid.

### File the Financial Aid Form (FAF).

Submit the completed Financial Aid Form (FAF) to the College Scholarship Service according to the instructions on the form, requesting that a copy be sent to Willamette University (CSS code number 4954). The FAF should be submitted as soon after the first of January as possible

to ensure that the needs analysis can be completed by CSS and sent to Willamette by March 1. The FAF is available from high school guidance offices or college financial aid offices.

**Transfer applicants must file a Financial Aid Transcript** from each college attended previously, whether or not they received financial aid from the other college(s). Financial Aid Transcripts are available from the Willamette University Offices of Admission and Student Financial Aid.

Scholarship consideration will be automatically given to every admitted applicant if all the necessary supporting information has been provided. For example, National Merit standing must be reported by the student for consideration for a Willamette National Merit Scholarship; Music Talent Award candidates must complete the audition prior to notification of financial aid awards; the FAF must be completed for need-based assistance, etc.

The student must file the appropriate application, obtainable from the Office of Student Financial Aid, for each year in which assistance is desired. The amount of each student's financial aid will be reviewed annually and will be adjusted in relation to changing financial or academic status and to the availability of financial aid funds.

Each student receiving financial assistance is required to make normal progress towards graduation, as determined by the Academic Status Committee, in order to maintain eligibility for aid. A student who is not making normal progress or who is on probation at the end of a semester must

petition the Office of Student Financial Aid to be considered for assistance for the subsequent semester.

A student who accepts financial assistance cannot use any portion of this award to meet the required advance deposit and breakage fees. Failure to meet the deadline for the advance payments may cause any University award to be withdrawn.

#### **Notification of Financial Aid**

Financial aid applicants who have been granted admission and have submitted all financial aid materials by March 1 will be notified of their financial aid award by April 15. Financial aid applicants admitted under the Early Decision Program will receive notification of awards upon receipt by the University of all required financial aid materials. Returning students will be notified shortly after April 15. Those applicants who do not file all materials by March 1 will be awarded financial assistance as long as resources are available.

#### **Renewal**

Financial aid is renewed on the basis of continued demonstrated need and/or continued academic and extracurricular eligibility. Generally, the initial level of Willamette University cash assistance continues through the sophomore year. At the end of the sophomore and junior years, a student's academic record is reviewed, and the amount of University assistance re-evaluated to reflect changes, either upward or downward, in the quality of the student's academic performance at Willamette.

#### **Sources of Financial Aid**

The following is a list of some of the primary sources of financial aid available to students:

##### **From Federal Sources**

**Pell Grants** — Awarded directly by the federal government on the basis of need.

Awards range from \$200 to \$2,000.

**Supplemental Educational Opportunity Grant (SEOG)** — Awarded by Willamette from federal funds to students with exceptional financial need. Awards average \$800.

**National Direct Student Loan (NDSL)** — Undergraduates may borrow up to \$6,000 over a four year period, providing they meet the need criteria of the federal government. Five percent interest begins accruing six months after a student graduates or withdraws from school. Repayment begins at the same time.

**Guaranteed Student Loan (GSL)** — Similar to NDSL, these loans are made by private lenders such as banks and savings and loan associations. Income factors are considered in determining eligibility. Students may borrow up to \$2,500 per year and no more than \$12,500 total. Repayment and interest accrual are the same as for NDSL, except that the rate of interest is eight percent.

**College Work Study Program** — Awarded on the basis of need. Students work an average of 8-10 hours per week and are paid monthly.

##### **From State Sources**

To be eligible for financial aid from the State of Oregon, students must be full-time, undergraduate Oregon residents making satisfactory progress toward graduation. Awards are based on need and limited to eight semesters of study at any eligible Oregon college or university. Residents of other states should check to see if their states provide financial aid assistance which can be "exported" out-of-state.

**Oregon Cash Award** — Scholarships range from \$100 to \$700.

**Oregon Need Grant** — Grants range from \$300 to \$1,400.

**Oregon Guaranteed Student Loan (GSL)** — Provisions are the same as those for the Guaranteed Student Loans.

##### **Veterans' Benefits**

Application for Veterans Administration education benefits may be obtained from either the Veterans Administration Regional Office or the Willamette University Veterans Secretary in the Office of the Registrar. Upon receipt of an application, the Veterans Administration will issue eligible veterans a Certificate of Eligibility valid only at the institution named and only for the objective indicated. The prospective student should bring the Certificate of Eligibility to the Office of the Registrar at the time of initial registration. It is advisable to apply immediately for veterans' benefits upon admission.

##### **AFROTC Scholarships**

Willamette participates in a Crosstown Air Force ROTC program with the University of Portland. Students who qualify may compete for AFROTC scholarships which are awarded on the basis of merit without the student having to show financial need. Inquire at the Office of Student Financial Aid or contact AFROTC Detachment 695, University of Portland, (503) 283-7216.

##### **Other Outside Sources**

Students are encouraged to investigate outside sources of scholarship assistance in their own areas. Many civic, fraternal and service organizations such as Elks, Kiwanis and Rotary Clubs provide scholarships, as do churches and private corporations. High school guidance offices are generally well informed about such local scholarships.

##### **From Willamette University Sources**

The following list includes the primary University scholarships for which an entering student may be considered:

**G. Herbert Smith Scholarships** — Awarded on need and no-need bases. Awards range from \$2,500 up to full tuition and are renewable each year. To be eligible, freshmen applicants need to have at least a 3.7 solid subject GPA (on a 4.0 scale) and

either a combined SAT score (verbal plus math) of 1,200 or an ACT composite score of 27. A separate application form, available from the Office of Admission or the Office of Financial Aid, is required for this scholarship.

**National Merit Scholarships** — Awarded on need and no-need bases to students designated as National Merit Finalists and Semifinalists (on the basis of PSAT scores from the high school junior year). Finalists must list Willamette as their first choice institution to the National Merit Corporation by March 1. Awards range from \$2,500 up to full tuition and are renewable.

**National Merit Commended Student Scholarships** — Commended Students receive increased cash awards of \$1,000 unless need has already been met with other scholarships and grants. Also available on a no-need basis.

**Recognition Scholarship for Oregon Scholars** — Oregon high school graduates who are designated as Oregon Scholars receive increased cash awards of \$1,000 unless need has already been met with other scholarships and grants. Also available on a no-need basis.

**Honor Scholarships** — Entering freshmen admitted with Honors at Entrance are eligible for renewable scholarships of up to \$3,200 based on need.

**Alumni Association Scholarships** — Renewable scholarships of up to \$3,200 based on need and outstanding academic and extracurricular records.

**Collins Scholarships** — Transfer students from Oregon community colleges are eligible based on need and superior academic records.

**Willamette Grant** — Need-based awards for students who are not eligible for scholarship assistance, but who show academic promise.

**United Methodist Church Scholarships** — For active members of the United Methodist Church, three new scholarships awarded each year, based on need, service and scholarship.

**Forensic Talent Awards** — Awarded without regard to need to students with exceptional records of forensics achievement who plan to continue with their involvement at Willamette. A separate application is required.

**Music Talent Awards** — Awarded on the basis of an audition to both music majors and non-music majors without consideration for need.

**Theatre Talent Awards** — Students who are planning to continue with their theatre involvement at Willamette are eligible to apply for these awards, whether or not they demonstrate financial need.

Through the generosity of various groups and friends, Willamette offers a number of other prizes and awards for achievement in the different fields of col-

lege endeavor. These prizes recognize scholarship as well as leadership and character, and are awarded without regard to financial need. A complete list of these prizes and awards, as well as all endowed scholarships and loan funds available through Willamette University follows. Where the scholarship is based on performance in a particular discipline or activity, this has been noted.

### **Scholarships**

Ruth Buche Allen (History)  
Alumni Association  
Philip C. Armstrong (Biology)  
Vera M. Armstrong  
Myrtle L. Atkinson  
Atkinson Fund for California Bay Area Students  
Thomas E. Autzen (Kappa Sigma fraternity)  
Edgar F. Averill (Athletics)  
Elizabeth Baker and Lavina Wheeler  
Annie M. Barrett  
Bishop Bruce R. Baxter  
Bruce R. Baxter  
Howard C. and Mae C. Belton  
Lester J. and Ida May Bennett (Ministry or Sociology)  
R. Breyman Boise  
Lelia S. Bortzmeyer (Methodist Ministry)  
Julius J. and Joanna Brauer  
Russell M. Brooks (Law)  
Ted and Dorothy Butler (Law)  
California Scholarship Federation Sealbearers  
Cardinal Round Table (Athletics)  
Ellen J. Chamberlain and Julia L. Schultz (Music)  
Claude E. Chandler, M.D. and Martin W. Grefnes (Pre-Medicine)  
Ben B. Cheney (Law)  
Chevron Merit Award  
Chi Omega  
Chiles Foundation  
Class of 1932  
Beuford S. Cole  
Mary L. Collins  
Spender Collins  
William D. and Phina Collins (Ministry or Religion Education)  
Commercial Bank of Salem (Economics)  
Edwin and June Cone (Senior)  
Catherine A. Covert (Music)  
Denison  
Mary L. Denton (Piano)  
Max and Susan deSully  
Mary A. and Martin Dietz  
Paul Duell (Chemistry)  
Margaret Klund Earnheart  
Robert Eakin (Law)  
Robert M. Fitzpatrick (Pre-Medicine and Pre-Engineering)  
Hallie Brown Ford  
Mabel H. Fraer  
Margaret Louise Gates  
Mel Goode  
Elmer and Grace Goudy (Music)  
George H. Grabenhorst

Mark O. Hatfield (Political Science)  
Timothy C. Hawkins  
Hearst Foundations  
Louise Findley Heint  
Lloyd and Grace Tyler Hockett  
Joseph Holman (Music)  
Freshman Honor  
Elizabeth Hovelburg Jaqua  
Leonard D. Jaqua  
K/P Companies (Graduate School of Management)  
Spec Keene (Athletics)  
Richard E. Kerr  
Fredrick Lampert (Law)  
M. Evelyn Lawrence  
W.C. and M.E.W. Lawrence  
David O. and Julia B. Lear  
Margaret and Dwight Lear  
Charles H. Leavitt  
Robert H. Killig  
Dr. Ivan Lovell (History)  
Mattson (Music)  
Charles E. McCulloch  
James Newton McCurdy (Ministry)  
Vivian Milton (Law)  
Fern and Brooks Moore  
Mary Putnam Mort  
Charles and Valona Moser  
Mu Phi Epsilon (Music)  
Music Talent Award  
National Merit Commended Students  
National Merit Finalists and Semifinalists  
Oregon Children's Aid Society (Orphans)  
Morton E. and Jessie G. Peck (Biology)  
Pemberton Award  
Maude Peterson (Law)  
James H. Polhemus  
Russell and Alice Pratt  
Presser Foundation (Music)  
Charles Randall  
Reynolds Trust Fund of Centenary Wilbur Methodist Church  
Ernest C. and Myrta A. Richards  
Bernice Rise (English)  
Nellie Lavina Roberts  
Charles A. Robertson (Law)  
Salem Breakfast Club (Athletics)  
Salem Music Club  
Salem Rotary Education Foundation  
Wilson Henry Scott  
Sigma Tau Memorial  
G. Herbert Smith  
Marie C. Smith  
Ray L. Smith (Law)  
William B. Smullin (Speech)  
Lestle J. Sparks  
Justice Homer R. Spence and Samuel M. Smith (Law)  
Edward O. Jr. and Dorothy Alexander Stadter  
M. Emma Stannus (Music)  
Charles Leonard Starr  
Dr. Laban A. Steeves  
Sarah Hunt Steeves  
Irene Gerlinger Swindells (Music)  
Muriel Steeves Tate  
Michal Ann Thomas  
Vernon Victor and Augusta M. Thompson

(Biology)

Town and Gown (Music)  
Trustees (Law)  
Max D. and Rose E. Tucker  
United Methodist Church  
Alma Rhorer Vinson  
Florian Von Eschen (Athletics)  
Florian Von Eschen (Chemistry)  
Glen C. Wade (Music)  
Helena Willett Wallace (Music)  
Nancy Black Wallace (Music)  
William Wallace Youngson

### **Loan Funds**

American Association of University Women  
Ruth Bastuscheck  
George William Bleile  
R. A. Booth  
Ruth J. Boylen  
Class of 1919  
College of Law  
Sol Stern  
Edward G. and Ida M. Crawford  
Bing Crosby  
Olive M. Dahl  
Herbert L. Deal  
Carol Emerson Dversdal  
Clara Emess  
Faculty  
Hallie Brown Ford  
Frank G. and Viola Price Franklin  
Leroy Gard  
Louise J. Gates  
Ross George Gladden  
David S. McClellan  
Methodist Men  
Dix Vinson Moser  
Joy Turner Moses  
Gussie A. Niles  
George Allen Odgers  
Annie Roberts  
Abby Rogers  
Salem Civic Players  
Walter P. Schuck  
M. Josephine Shanks  
"Chuck" Todd  
United Methodist Church

### **Prizes**

Joseph H. Albert  
J. H. Booth  
Mark O. Hatfield  
Dorothy Ann Perkins  
Colonel Percy Willis  
Paul H. Doney  
Rex A. Turner

### **Awards**

Alpha Chi Omega  
Alpha Lambda Delta  
Central Willamette Valley Association of Phi Beta Kappa  
Mrs. Walter A. Denton  
T.C. Jory (Mathematics)  
Chester F. Luther  
Dr. Helen Pearce  
Pemberton Family  
Daniel H. Schulze  
Wall Street Journal

## **Section IV**

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**“Education, if it is worthy of the name, must take place in the context of the mutual acceptance and caring so vital to us all.”**

From an address by U.S. Senator Mark O. Hatfield, a frequent visitor at Willamette. (Senator Hatfield is a Willamette alumnus and trustee and a former dean of students and political science professor at the University).

# Faculty and Administration

## Active Full-Time Faculty

**Deborah L. Adams, 1985** B.A., California State University, Fresno; M.A., California State University, Long Beach. Instructor of Physical Education, 1985.

**Stephen H. Archer, 1973** B.A., M.A., Ph.D., University of Minnesota. Guy F. Atkinson Professor of Economics and Finance, 1979.

**Robert C. Art, 1981** B.A., Beloit College; M.A., University of Wisconsin, Madison; J.D., DePaul University; LL.M., Columbia University, Associate Professor of Law, 1984.

**Suresht R. Bald, 1981** B.A., M.A., Delhi University, India; Ph.D., Harvard University. Assistant Professor of Political Science, 1984.

**Amy L. Barlowe, 1976** B.M., M.M., Juilliard School of Music. Associate Professor of Music, 1982.

**C. Russell Beaton, 1971** B.A., Willamette University; M.A., Ph.D., Claremont University Center Graduate School. Professor of Economics and Men's Tennis Coach, 1976.

**Martin K. Behnke, 1979** B.A., M.A., California State University, San Jose; Ph.D., University of Colorado. Associate Professor of Music, 1981.

**Dixie B. Bennett, 1982** B.S. Utah State University; M.L.S., University of Washington. Assistant University Librarian, 1983.

**William G. Berberet, 1976** B.A., Carroll College; M.A., Ph.D., University of Nebraska. Dean, College of Liberal Arts and Professor of History, 1976.

**Adele L. Birnbaum, 1963** A.B., University of Illinois; M.A., Bryn Mawr College. Associate Professor of English, 1979. (Sabbatical Leave 1985-86 Academic Year.)

**James B. Bjorkquist, 1968** B.A., Gustavus Adolphus College; M.A., University of Iowa; M.A., University of Colorado. Associate Professor of Sociology, 1976.

**Virginia E. Bothun, 1968** B.A., University of Washington; M.A., Stanford University. Associate Professor of English, 1980.

**Gerard F. Bowers, 1971** B.A., City College of New York; M.A., Ph.D., Harvard University. Professor of English, 1981.

**Charles J. Bowles, 1965** B.S., M.S., University of Portland; Ph.D., University of Oregon. Professor of Physical Education and Track and Cross Country Coach, 1973.

**Wilbur S. Braden, 1970** B.A., M.A., Washington State University; M. Litt., Trinity College, Dublin; Ph.D., University of Virginia. Professor of English, 1981. (Sabbatical Leave 1985 Fall Semester.)

**Donald R. Breakey, 1954** B.S., Willamette University; M.S., Michigan State Uni-

versity; Ph.D., University of California, Berkeley. Professor of Biology, 1967.

**Richard F. Breen, Jr., 1976** A.B., Dartmouth College; L.L.B., University of Maine; M.L.S., University of Oregon. College of Law Librarian, 1976; Professor of Law, 1980.

**James P. Brik, 1973** B.A., M.P.E., Idaho State University; Ed.D., Oregon State University. Associate Professor of Physical Education and Aquatics Director, 1985.

**Christina P. Brink, 1984** B.A., Willamette University; Ph.D., Duke University. Assistant Professor of Chemistry, 1984.

**H. Joseph Broeker, 1982** B.S., M.S., Washington State University; Ph.D., University of Oregon. Assistant Professor of Physical Education and Football Coach, 1982.

**Cheryl K. Brown, 1982** B.S., Western Oregon State College; M.A.T., Lewis and Clark College. Assistant Professor of Physical Education and Women's Basketball Coach, 1984.

**Dudley D. Buffa, 1985** B.A., Michigan State University; M.A., Ph.D., University of Chicago; J.D., Wayne State University. Assistant Professor of Political Science, 1985.

**Claudia E. Burton, 1971** B.A., Oberlin College; M.A.T., Johns Hopkins University; J.D., University of California, Los Angeles. Professor of Law, 1977.

**Russell J. Cagle, 1985** B.S., University of Montana; M.A., California State University, San Diego; Ph.D., University of Oregon. Assistant Professor of Physical Education, 1985.

**Jeremiah W. Canning, 1963** A.B., Ph.D., University of Maryland. Professor of Philosophy, 1977. (Sabbatical Leave 1985 Fall Semester.)

**Frances H. Chapple, 1966** B.Sc., Ph.D., University of Bristol, England. Professor of Chemistry, 1979.

**Dana S. Chatellier, 1984** B.A., Washington College; M.A. University of Delaware. Instructor of Chemistry, 1984 (Sabbatical Replacement, 1985-86.)

**G. Marc Choate, 1974** B.A., M.B.A., Ph.D., University of Washington. Professor of Finance and Business Economics, 1981. (Sabbatical Leave 1986 Spring Semester.)

**Catherine A. Collins, 1981** B.F.A., Pacific Lutheran University; M.A., University of Arizona; Ph.D., University of Minnesota. Associate Professor of Speech Communication, 1983.

**Marie A. Conlin, 1985** B.A., Kansas State University; M.L.S., Indiana University. Assistant University Librarian, 1985.

**Alison Conner, 1979** B.A., University of Oregon; A.M.L.S., University of Michigan. Assistant University Librarian, 1979.

**Patrick E. Connor, 1982** B.S.E.E., Uni-

versity of Washington; M.S.I.A., Purdue University; Ph.D., University of Washington. Professor of Organization Theory and Behavior, 1982.

**James D. Cook, 1970** B.A., Whitman College; M.S., Juilliard School of Music; D.M.A., University of Southern California. Professor of Music, 1980.

**R. Wright Cowger, 1969** B.Mus.Ed., Oberlin College; M.Ed., Willamette University; D.Ed., University of Oregon. Professor of Education, 1973.

**William J. Devery, 1970** B.S., M.S., Ph.D., University of Washington. Professor of Psychology, 1982.

**Paule G. Drayton, 1960** B.A., Willamette University; M.A., University of Oregon; Ph.D., Middlebury College. Professor of French, 1980.

**Carol A. Drost, 1984** B.A., Kalamazoo College; A.M.L.S., University of Michigan. Assistant University Librarian, 1984.

**J. Michael Dunlap, 1975** B.S., George Fox College; M.A.T., Lewis and Clark College; M.S., Ph.D., University of Oregon. Associate Professor of Computer Science, 1980.

**William E. Duvall, 1971** B.A., Whitworth College; M.A., University of Pennsylvania; Ph.D., University of California, Santa Barbara. Professor of History, 1984.

**H. Peter Eilers, 1982** B.A., M.A., California State University, San Jose; Ph.D., Oregon State University. Associate Professor of Geography and Environmental Science, 1984.

**Joanne B. Engel, 1980** B.S., Pennsylvania State University; M.Ed., University of Sydney, Australia; M.Sc., Ph.D., Iowa State University. Associate Professor of Education, 1983.

**Michael W. Finigan, 1984** B.A., Occidental College; B.D., Pacific School of Religion; M.A., Ph.D., University of Oregon. Assistant Professor of Sociology, 1984.

**Ludwig M. Fischer, 1980** B.A., University of Regensburg, Germany; M.A., Ph.D., University of Colorado. Assistant Professor of German, 1980.

**James R. Frew, 1984** B.S., Oakland University; M.S., Ph.D., Purdue University. Associate Professor of Business Economics, 1984.

**Jon E. Frew, 1982** B.S., M.A., M.Ed., Gannon University; Ph.D., Kent State University. Assistant Professor of Psychology, 1983; Director of Counseling, 1984.

**Michael K. Friel, 1983** B.A., J.D., Harvard University; L.L.M., New York University. Associate Professor of Law, 1983.

**Bruce L. Gates, 1974** B.S.E., Princeton University; Ph.D., University of Pittsburgh. Professor of Quantitative Methods and Public Management, 1981.

**Christine A. Gentzkow, 1967** B.A., Willamette University; M.A., Portland State University. Assistant Professor of German, 1977. (Sabbatical Leave 1986 Spring Semester.)

**Walter M. Gerson, 1973** B.A., M.A., University of Montana; Ph.D., University of Washington. Professor of Sociology, 1973.

**Mary E. Gilbertson, 1975** B.A., Northwestern University; M.L.S., University of Oregon. Acquisitions Librarian for the College of Law, 1975.

**Richard A. Gillis, 1956** B.B.A., Tulane University; M.B.A., University of Pennsylvania; D.B.A., University of Oregon. Professor of Economics, 1963.

**Richard A. Glas, 1979** B.S., Bemidji State University; M.S., Western Illinois University. Assistant Professor of Physical Education, Basketball Coach and Director of Athletics, 1982.

**Francoise A. Goeury-Richardson, 1966** B.A., Willamette University; License et Lettres, University of Nancy, France; Ph.D., University of California, Santa Barbara. Associate Professor of French, 1981.

**David E. Goodney, 1977** B.A., Austin College; Ph.D., University of Hawaii. Associate Professor of Chemistry, 1982. (Sabbatical Leave 1986 Spring Semester.)

**Kathy T. Graham, 1977** A.B., University of California, Berkeley; J.D., University of California, Davis. Professor of Law, 1983.

**Laura E. Groves, 1976** B.A., California State University, Humboldt; M.L.S., M.M., University of Oregon. Assistant University Librarian, 1976.

**Jack H. Hafferkamp, 1961** B.S., Baldwin-Wallace College; M.S., Bradley University. Associate Professor of Mathematics, 1961.

**Richard B. Hagadorn, 1984** B.S., Oregon State University; J.D., Willamette University. Visiting Professor of Law, 1984.

**Carl A. Hall, 1948** Studied under Carlo Lopez; Artist Grant, 1949. American Academy of Arts and Letters. Associate Professor of Art, 1977.

**Elysaabeth J. Hall, 1976** B.A., California State University, Humboldt; M.L.S., University of Oregon. Catalog Librarian for the College of Law, 1976.

**R. Samuel Hall, Jr., 1972** A.B., Albion College; M.S., Ph.D., University of Illinois. Professor of Mathematics, 1978. Vice President for Academic Affairs, 1979.

**James A. Hand, 1964** B.A., University of Alabama; B.D., Union Theological Seminary; Ph.D., Vanderbilt University. Professor of Religion, 1974.

**Michael L. Hand, 1979** B.S., Oregon State University; M.S., Ph.D., Iowa State University. Associate Professor of Applied Statistics and Information Systems, 1982.

**James S. Hanson, 1976** B.A., Yale University; A.M., Ph.D., Stanford University. Professor of Economics, 1983.

**James W. Hanson, 1982** B.I.E., Nova

Scotia Technical College; M.B.A., University of Western Ontario; Ph.D., University of Oregon. Associate Professor of Marketing, 1982.

**Christopher Harris, 1984** B.Ed., Leeds University, England; M.F.A., University of Wisconsin. Assistant Professor of Theatre, 1984.

**Rosemary Hart, 1981** B.A., University of California, Santa Barbara; M.A., The Ohio State University; Ph.D., University of Minnesota. Vice President for Student Affairs and Assistant Professor of Speech Communication, 1981.

**Farooq A. Hassan, 1979** B.A., Oxford University; B.A., Cambridge University; M.A., Ph.D., Oxford University. Professor of Law, 1980.

**Scott D. Hawke, 1971** B.S., California State University, San Diego; M.S., University of British Columbia; Ph.D., University of California, Riverside. Professor of Biology, 1982.

**Robert E. Hawkinson, 1982** B.A., Swarthmore College; M.A., Ph.D., University of Chicago. Assistant Professor of Political Science, 1982.

**Robert H. Hess, 1972** B.F.A., Indiana University; M.F.A., University of Notre Dame. Associate Professor of Art, 1976.

**Stephen C. Hey, 1982** B.A., Western Illinois University; M.A., University of Northern Colorado; Ph.D., University of Colorado. Assistant Professor of Sociology, 1982.

**Thomas T. Hibbard, 1973** B.A., Pomona College; Ph.D., Claremont University Center Graduate School. Professor of Economics, 1980. Associate Dean of the College of Liberal Arts, 1985.

**Michael E. Holland, 1979** B.S., M.S., Western Oregon State College; J.D., Willamette University. Assistant Professor of Law and Associate Dean of the College of Law, 1979.

**Norman J. Hudak, 1961** B.A., DePauw University; Ph.D., Cornell University. Professor of Chemistry, 1965. (Sabbatical Leave 1985 Fall Semester.)

**Jerry E. Hudson, 1980** B.A., David Lipscomb College; M.A., Ph.D., Tulane University. University President, 1980.

**Roger P. Hull, 1970** B.A., Whitman College; M.A., Ph.D., Northwestern University. Professor of Art, 1982.

**D. Richard Iltis, 1972** B.S., South Dakota School of Mines and Technology; Ph.D., University of Oregon. Professor of Mathematics, 1978.

**Carol J. Ireson, 1977** B.A., Stanford University; Ph.D., Cornell University. Associate Professor of Sociology, 1982. (Leave of Absence 1985-86 Academic Year.)

**W. Randall Ireson, 1977** B.A., Stanford University; M.S., Ph.D., Cornell University. Associate Professor of Sociology, 1984. (Leave of Absence 1985-86 Academic Year.)

**William Z. Iron, 1980** B.A., Linfield College; M.A., Ph.D., University of Oregon. Associate Professor of Theatre, 1980.

**Dallas W. Isom, 1968** B.A., J.D., University of Utah. Professor of Law, 1974. (Sabbatical Leave 1985 Fall Semester.)

**MaryAnn Johns, 1976** B.A., Western Illinois University; M.A., University of Illinois; M.F.A., Indiana University. Associate Professor of Art, 1981.

**Noel F. Kaestner, 1954** B.S., M.S., Ph.D., University of Wisconsin, Madison. Professor of Psychology, 1965.

**Richard A. Kaiser, 1983** B.A., University of Northern Colorado; M.S., South Dakota State University; D.Ed., Brigham Young University. Associate Professor of Physical Education, 1985. Assistant Football Coach, 1983.

**James E. Kephart, 1985** B.A., Denison University; M.A., Indiana University. Assistant Professor of Physics, 1985.

**Susan R. Kephart, 1981** B.A., Ohio Wesleyan University; Ph.D., Indiana University. Associate Professor of Biology, 1985.

**Anita S. King, 1981** B.M., Oberlin College; M.F.A., D.M.A., University of Iowa. Assistant Professor of Music, 1981.

**Gilbert F. LaFreniere, 1979** B.S., University of Massachusetts; M.A., Dartmouth College; M.A., Ph.D., University of California, Santa Barbara. Associate Professor of Geology and Environmental Science, 1984.

**Susan M. Leeson, 1970** B.A., Willamette University; M.A., Ph.D., Claremont University Center Graduate School; J.D., Willamette University. Professor of Political Science, 1982. Visiting Professor of Law, 1984.

**Nicholas F. Leland, 1979** B.A., M.A., California State University, Los Angeles; Ph.D., University of California, Santa Barbara. Associate Professor of Theatre, 1985.

**Jack Leonard, 1960** B.A., George Washington University; M.A., Stanford University. Associate Professor of Economics, 1973.

**James R. Levenick, 1985** B.S., Ph.D., University of Michigan. Assistant Professor of Computer Science, 1985.

**Nicholas Liepins, 1979** B.S., M.S., Oregon State University. Director of University Computing and Instructor of Computer Science, 1979.

**Earl K. Littrell, 1976** B.S., M.B.A., Ph.D., University of Oregon. Professor of Accounting and Information Sciences, 1983.

**Ronald P. Loftus, 1983** B.A., Johns Hopkins University; Ph.D., Claremont University Center Graduate School. Assistant Professor of Japanese Language and East Asian History, 1983.

**Carol S. Long, 1972** B.A., Pomona College; M.A., Ph.D., Northwestern University. Associate Professor of English, 1979.

**Wallace H. Long, 1983** B.M., M.M., D.M.A., University of Arizona. Assistant

Professor of Music, 1983.

**Richard D. Lord, 1964** A.B., A.M., Ph.L., St. Louis University. Professor of English, 1979.

**Robert H. Lucus, 1973** B.A., University of Oregon; M.A., Ph.D., Columbia University. Professor of History, 1980.

**Istvan Magas, 1985** M.A., Ph.D., University of Economics, Hungary. Assistant Professor of Economics, 1985.

**Sally Markowitz, 1983** B.A., University of Pennsylvania; M.A., Ph.D., University of Michigan. Assistant Professor of Philosophy, 1983.

**F. Kent Markus, 1962** B.B.A., M.A., University of Minnesota. Associate Professor of History, 1973.

**Steven M. Maser, 1978** S.B., Massachusetts Institute of Technology; M.A., Ph.D., University of Rochester. Associate Professor of Public Administration and Public Policy, 1981. (Sabbatical Leave 1985-86 Academic Year.)

**Loren K. McBride, 1971** B.S., University of Idaho; M.A., University of Montana; Ph.D., University of Missouri. Associate Professor of Psychology, 1977.

**Georgé S. McCowen, 1967** A.B., University of the South; M.A., Ph.D., Emory University. Professor of History, 1972.

**Lane C. McGaughy, 1981** B.A., Ohio Wesleyan University; B.D., Drew Theological Seminary; M.A., Ph.D., Vanderbilt University. George H. Atkinson Professor of Religious and Ethical Studies, 1981.

**Bruce M. McIntosh, 1969** B.M., Oberlin College; M.M., University of Texas. Associate Professor of Music, 1981.

**William A. Medina, 1982** B.A., M.A., George Washington University; Ph.D., American University. Elmer and Grace Goudy Professor of Public Administration, 1982.

**Daniel G. Montague, 1969** B.S., Oregon State University; M.S., University of Washington; Ph.D., University of Southern California. Professor of Physics, 1981.

**James A. R. Nafziger, 1976** B.A., University of Wisconsin, Madison; J.D., Harvard University. Professor of Law, 1980.

**Kenneth S. Nolley, 1967** B.A., Westmont College; M.A., University of Virginia; D.A., Ph.D., University of Oregon. Professor of English, 1983.

**Theodore Y. Ozawa, 1972** B.A., B.Ed., M.Ed., University of Hawaii; M.S., Oregon State University. Assistant Professor of Education, 1972.

**Arthur D. Payton, Jr., 1962** B.S., Illinois Institute of Technology; M.S., Ph.D., Yale University. Research Professor of Chemistry, 1976.

**Anna Penk, 1985** B.A., Whitman College; M.A.T., Reed College; M.A., Ph.D., University of Oregon. Visiting Professor of Mathematics, 1985.

**Stephen K. Prothero, 1963** B.S., M.A., Oregon State University. Associate Profes-

sor of Mathematics and Golf Coach, 1974.

**David L. Puryear, 1985** B.A., Pomona College; Ph.D., Princeton University. Dean of the Atkinson Graduate School of Management, 1985.

**Dean W. Richardson, 1974** A.B., University of Rochester; J.D., Syracuse University. Professor of Law, 1979.

**Ross R. Runkel, 1969** B.S., J.D., University of Washington. Professor of Law, 1974.

**Junpei Sekino, 1978** B.S., Nihon University, Japan; B.A., M.S., Ph.D., Oregon State University. Assistant Professor of Mathematics, 1982.

**Theodore L. Shay, 1956** B.S., M.A., Ph.D., Northwestern University. Professor of Political Science, 1961.

**Christopher Simoni, 1980** B.A., University of Michigan; M.A., Ph.D., Marquette University; J.D., Northwestern School of Law of Lewis and Clark College. Assistant Professor of Legal Research and Writing, 1985.

**Carlton J. Snow, 1971** A.B., Taylor University; B.D., Fuller Theological Seminary; M.A., J.D., University of Wisconsin, Madison. Professor of Law, 1978. Director of the Center for Dispute Resolution, 1984.

**Myra J. Staum, 1984** B.A., University of Pennsylvania; M.M., Ph.D., Florida State University. Associate Professor of Music and Director of Music Therapy, 1984.

**Maurice B. Stewart, 1958** B.Sc., M.Sc., University of Alberta, Canada. Professor of Physics, 1977.

**Richard H. Stewart, 1970** B.S., Lebanon Valley College; M.M.Ed., University of Oregon; D.M.A., University of Southern California. Professor of Music Education, 1981.

**Robert L. Stoyles, Jr., 1962** B.A., J.D., University of Iowa. Professor of Law, 1966.

**Michael H. Strelow, 1980** B.A., M.A., Miami University; Ph.D., University of Oregon. Assistant Professor of English, 1980.

**George Struble, 1982** A.B., Swarthmore College; M.S., Ph.D., University of Wisconsin, Madison. Professor of Computer Science, 1982.

**Richard A. Sutliff, 1967** A.B., Dartmouth College; M.A., Indiana University; Ph.D., University of Massachusetts. Associate Professor of English, 1982.

**Donald R. Swanson, 1985** B.A., Augustana College; M.A., University of Montana; Ed.D., University of Colorado. Associate Professor of Speech Communication and Director of Forensics, 1985.

**Thomas B. Talbott, 1972** B.S., Portland State University; S.T.B., Fuller Theological Seminary; M.A., Ph.D., University of California, Santa Barbara. Associate Professor of Philosophy, 1980.

**Fred Thompson, 1984** B.A., Pomona College; Ph.D., Claremont University Center Graduate School. Visiting Professor of Management, 1984.

**Grant O. Thorsett, 1967** B.A., Washington State University; M.S., Ph.D., Yale

University. Professor of Biology, 1979.

**Leroy J. Tornquist, 1978** B.S., J.D., Northwestern University. Professor of Law and Dean of the College of Law, 1978.

**William G. Trenbeath, 1973** B.A., Whitworth College; M.S., University of North Dakota. Assistant Professor of Physical Education and Baseball Coach, 1973; Director of Annual Funds, 1984.

**Linda D. Tross, 1984** B.A., M.A., Portland State University. Assistant Professor of English, 1984.

**Donald H. Turner, 1971** B.S., Lewis and Clark College; J.D., Willamette University. Professor of Law and Director of Internship Law, 1974.

**John F. Uggen, 1980** B.A., University of Oregon; M.A., Ph.D., University of Miami. Assistant Professor of Spanish, 1980.

**Marta Velez, 1975** M.E., Ph.D., Escuela Normal para Maestros de Oriente; Doctora en Pedagogia, Universidad del Oriente, Cuba. Associate Professor of Spanish, 1983.

**Julio Viamonte, 1967** B.A., M.A., University of LaPlata, Argentina. Associate Professor of Music and Director of Opera Theatre, 1967. (Sabbatical Leave 1985-86 Academic Year.)

**Valerie J. Vollmar, 1984** B.A., University of Oregon; J.D., Willamette University. Assistant Professor of Law, 1985.

**Charles I. Wallace, Jr., 1985** B.A., Bowdoin College; B.D., Yale Divinity School; Ph.D., Duke University. Assistant Professor of Religion and University Chaplain, 1985.

**Sandra L. Weronko, 1976** B.A., Lewis and Clark College; M.L.S., Rutgers University. University Librarian, 1984.

**Charles B. Wiggins, 1985** B.A., University of Washington; J.D., University of California, Hastings; L.L.M., Yale University. Visiting Professor of Law, 1985.

**Michael B. Wise, 1981** B.A., Yale University; J.D., Stanford University. Professor of Law, 1985.

**Richard A. Yocom, 1955** B.A., Willamette University; M.A., University of New Mexico. Associate Professor of Psychology, 1985. Assistant to the President, 1978; University Registrar, 1980.

**Mary Ann Youngren, 1979** B.A., Purdue University; M.A., University of Denver; Ph.D., University of Oregon. Assistant Professor of Psychology, 1984.

### Active Part-time Faculty

**Alan Ball, 1979** B.A., Willamette University; M.S. Ed., Western Oregon State College. Instructor of Education.

**Thomas Brand, 1964** B.A., Stanford University; L.L.B., J.D., University of Oregon. Instructor in Economics.

**Maurice Brennen, 1979** B.S. Ed., M. Mus., Northwestern University. Instructor of Music.

**Robert S. Cannon, 1974** B.S., University

of Oregon; J.D., Willamette University. Adjunct Law Faculty.

**Paulette Carroll, 1983** B.A., Ecole Normale de Strasbourg, France; M.A., University of Wisconsin. Assistant Professor of French.

**David Crane, 1979** B.M., Willamette University. Instructor of Music.

**Alice Dale, 1983** B.A., University of Oregon; J.D., Loyola University. Adjunct Professor, Atkinson Graduate School of Management.

**Judith Daugherty, 1982** B.A., M.A., University of Oregon. Instructor of Education.

**Stephen DeHass, 1978** B.S., Oregon State University; M.S., Portland State University. Instructor of Education.

**John Doan, 1977** B.A., California State University, Northridge; M. Mus. Ed., Western Oregon State College. Instructor of Music.

**George Eder, 1984** J.D., Willamette University. Adjunct Law Faculty.

**W. Michael Gillette, 1979** B.A., Whitman College; J.D., Harvard University. Adjunct Law Faculty.

**James Hadden, 1985** B.A., Cascade College; M.S., Western Oregon State College. Instructor of Education.

**Gary Hankins, 1982** B.A., Eastern Washington State University; M.S., University of Oregon; Ph.D., Georgia State University. Adjunct Instructor of Psychology, Fall, 1983.

**Marcia Hauff, 1978** B.M., Willamette University; M.M., Northwestern University. Instructor of Music.

**James H. Hicks, 1983** B.A., M.A., University of Oregon. Instructor of Art History.

**Charles Hilke, 1985** B.S., University of Washington; J.D., University of Oregon. Adjunct Law Faculty.

**Jeanne Johnson, 1974** B.M., Willamette University. Instructor of Music.

**Bryan Johnston, 1979** B.S., Northern Illinois University; J.D., Loyola University of Chicago. Adjunct Instructor of Law.

**Henry Lennstrom, 1981** B.S., University of Washington; M.A., Colorado State College; Ed.D., University of Washington. Professor of Mathematics.

**Mary Lott, 1972** B.A., California State University, Northridge. Instructor of Music.

**Al Lyons, 1985** B.A., University of Washington; J.D., Willamette University. Adjunct Law Faculty.

**Thomas McCarty, 1985** B.S., M.S., Oregon State University. Instructor of Economics.

**Valerie McIntosh, 1969** B.M., Oberlin College; M.M., University of Texas. Assistant Professor of Music, 1983.

**Nicki Merrell, 1982** B.A., Lewis and Clark College; M.F.A., University of Portland. Instructor of Theatre.

**Ann Obenour, 1983** B.M., University of Washington; M.M., D.M.A., State University of New York. Instructor of Music.

**Terry Ostergaard, 1985** Instructor of Music.

**Karen L. Overton, 1985** B.A., University of California; M.A., State University of New York, Albany. Assistant Professor of Speech Communication.

**Norma Paulus, 1985** J.D., Willamette University. Adjunct Law and Management Faculty.

**James A. Perry, 1973** B.A., University of Oregon; J.D., Northwestern School of Law, Lewis and Clark College. Adjunct Law Faculty.

**Veronica Roth-Finigan, 1985** B.A., Goshen College; Diploma in Piano Pedagogy, New School for Music Study. Instructor of Music.

**Magda Schay, 1974** B.A., M.A., Syracuse University. Assistant Professor of Russian, 1983.

**Catherine Schnelker, 1978** B.M., M.M., Oberlin College; Certificate in Music Education, Manchester College. Instructor of Music.

**Sharon J. Schuman, 1984** A.B., Stanford University; M.A., San Francisco State University; Ph.D., University of Chicago. Assistant Professor of English.

**Louisa Mary Silva, 1982** B.S., M.D., University of California, Los Angeles. Medical Director.

**Carol Smith, 1982** B.M. Ed., Stetson University; M.M., Lewis and Clark College. Instructor of Music.

**Edwin J. Stillings, 1959** A.B., Hiram College; M.A., Ph.D., University of Chicago. Professor of Political Science and Public Administration, 1959.

**Edward Sullivan, 1985** B.A., St. John's University; M.A., Portland State University; J.D., Willamette University; LL.M., University College, London; Diploma in Jurisprudence, University College, Oxford. Adjunct Law Faculty.

**John Tenny, 1979** B.S., M.S., Illinois State University. Instructor of Education.

**Elizabeth A. Yocom, 1961** B.A., Earlham College; M.S., University of New Mexico. Assistant Professor of Biology.

### Endowed Chairs

**Stephen H. Archer**, Guy F. Atkinson Professor of Economics and Finance.

**William A. Medina**, Elmer and Grace Goudy Professor of Administration.

**Lane C. McGaughy**, George H. Atkinson Professor of Religious and Ethical Studies.

### Emeritus Faculty

**Henrietta L. Althoff, 1948** Director of Nursing Emeritus, 1980.

**Virginia A. Anderson, 1968** Technical Services, Law Library. Assistant Professor Emeritus, 1979.

**Courtney Arthur, 1958** Professor Emeritus of Law, 1978.

**Henry J. Bailey, III, 1965** Professor Emeritus of Law, 1981.

**Paul Beal, 1946** Associate Professor Emeritus of Romance Language, 1971.

**Maurice W. Brennen, 1940** Professor Emeritus of Music, Director of Bands, 1979.

**Edwin W. Butler, 1949** Professor Emeritus of Law, 1980.

**Stanley Butler, 1950** Professor Emeritus of Music, 1977.

**Alida Gale Currey, 1926** Professor Emeritus of Physical Education, 1966

**Charles H. Derthick, 1948** Professor Emeritus of Psychology, 1979.

**Ralph Dobbs, 1943** Associate Professor Emeritus of Piano, 1970.

**Melvin H. Geist, 1939** Professor Emeritus of Music and Dean of the College of Music, 1964.

**Robert D. Gregg, 1948** Professor Emeritus of History and Dean of the College of Liberal Arts, 1966.

**Lyle C. Grimes, 1964** Assistant Professor Emeritus of Economics, 1973.

**Norman A. Huffman, 1946** Professor Emeritus of Religion, 1974.

**Milton D. Hunnax, 1958** Professor Emeritus of Philosophy, 1980.

**Clarence A. Kraft, 1950** Associate Professor Emeritus of Spanish, 1980.

**Lois E. Latimer, 1924** Professor Emeritus of Home Economics, 1959.

**John Lindbeck, 1967** Assistant Business Manager Emeritus, 1975.

**Roy M. Lockenour, 1928** Professor Emeritus of Law, 1954.

**R. Ivan Lovell, 1937** Professor Emeritus of History, 1966.

**Chester F. Luther, 1936** Professor Emeritus of Mathematics, 1972.

**James R. Lyles, Jr., 1956** Professor Emeritus of Education, 1979.

**Cecil R. Monk, 1927** Professor Emeritus of Biology, 1968.

**Marion Morange, 1931** Professor Emeritus of Romance Language, 1970.

**Cameron Paulin, 1949** Professor Emeritus of Art, 1976.

**Richard P. Petrie, 1954** Financial Vice President Emeritus, 1970.

**Robert M. Putnam, 1953** Associate Professor Emeritus of Theatre, 1980.

**John A. Rademaker, 1947** Professor Emeritus of Sociology and Anthropology, 1970.

**Murco Ringnalda, 1940** Professor Emeritus of English, 1970.

**Harry E. Rorman, 1969** Associate Professor Emeritus of Earth Science, 1979.

**Howard W. Runkel, 1950** Professor Emeritus of Speech, 1983.

**Josef H. Schnelker, 1946** Professor Emeritus of Organ and Theory, 1976.

**Daniel H. Schulze, 1930** Professor Emeritus of German, 1965.

**Kenneth Smith, 1963** Professor Emeritus of Political Science, 1981.

**Martha E. Springer, 1947** Professor

Emeritus of Biology, 1981.  
**Paul G. Trueblood, 1955** Professor  
Emeritus of English, 1971.

**Marija Udris, 1958** Associate Professor  
Emeritus of German and Russian, 1970.  
**J. Jean Williams, 1953** Associate

Professor Emeritus of Physical Education,  
1980.

## University Administrators

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**Christopher D. Call**, Assistant to the President  
**L. Randolph Lowry**, Assistant to the President and Staff Director of the Center for Dispute Resolution  
**Richard A. Yocom**, Assistant to the President and University Registrar  
**Thelma Carroll**, Assistant Registrar  
**Franklin D. Meyer**, Dean of University Admission  
**Teresa K. Hudkins**, Associate Director of Admission  
**Susan J. Rauch**, Assistant Director of Admission  
**Shelley A. Sump**, Admission Counselor  
**Dawn E. Hoff**, Admission Counselor

### *Office of Academic Affairs*

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**William G. Berberet**, Dean of the College of Liberal Arts  
**Thomas H. Hibbard**, Associate Dean of the College of Liberal Arts  
**Leroy J. Tornquist**, Dean of the College of Law  
**Michael E. Holland**, Associate Dean of the College of Law  
**Judith E. Basker**, Assistant Dean and Director of Admission and Placement for the College of Law  
**Carlton J. Snow**, Director of the Center for Dispute Resolution  
**Patricia Scheidt**, Coordinator of External Education and Training for the Center for Dispute Resolution  
**David L. Puryear**, Dean of the Atkinson Graduate School of Management  
**Forrest B. Rodgers**, Assistant Dean of Alumni and Corporate Relations for the

Atkinson Graduate School of Management  
**Sally S. Conrad**, Director of Admission for the Atkinson Graduate School of Management  
**Sandra L. Weronko**, University Librarian  
**Richard F. Breen, Jr.**, Librarian for the College of Law  
**Nicholas Liepins**, Director of University Computing  
**Maria Edwards**, Administrative Computer Programmer  
**Charles I. Wallace, Jr.**, University Chaplain  
**James S. Woodland**, Director of Student Financial Aid  
**Leslie L. Limper**, Financial Aid Coordinator

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**Patricia M. Alley**, Career Development Coordinator  
**Jon E. Frew**, Director of Counseling and Career Development  
**GwenEllyn Anderson**, Counselor  
**Jorge Espinosa**, Intercultural Student Coordinator  
**Louisa M. Silva**, Medical Director  
**Barbara R. Bower**, Director of the Health Center  
**Martha J. Stellmacher**, Registered Nurse  
**Ahmada S. Tajwall**, Director of

Campus Safety

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**Elton Willard**, Supervisor of Store  
**Susan Shields**, Manager of the Book Store  
**Christopher A. Payton**, Director of the Copy Center and Purchasing  
**Alma Kelly**, Accounting Office Manager  
**Carolyn Kilday**, Director of Word Processing

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**Cheryl B. Kuhn**, Director of News and Publications  
**Harry S. Manley**, Director of Planned Giving  
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**Bradley S. Victor**, Assistant Director of Athletics and Director of the Sparks Center

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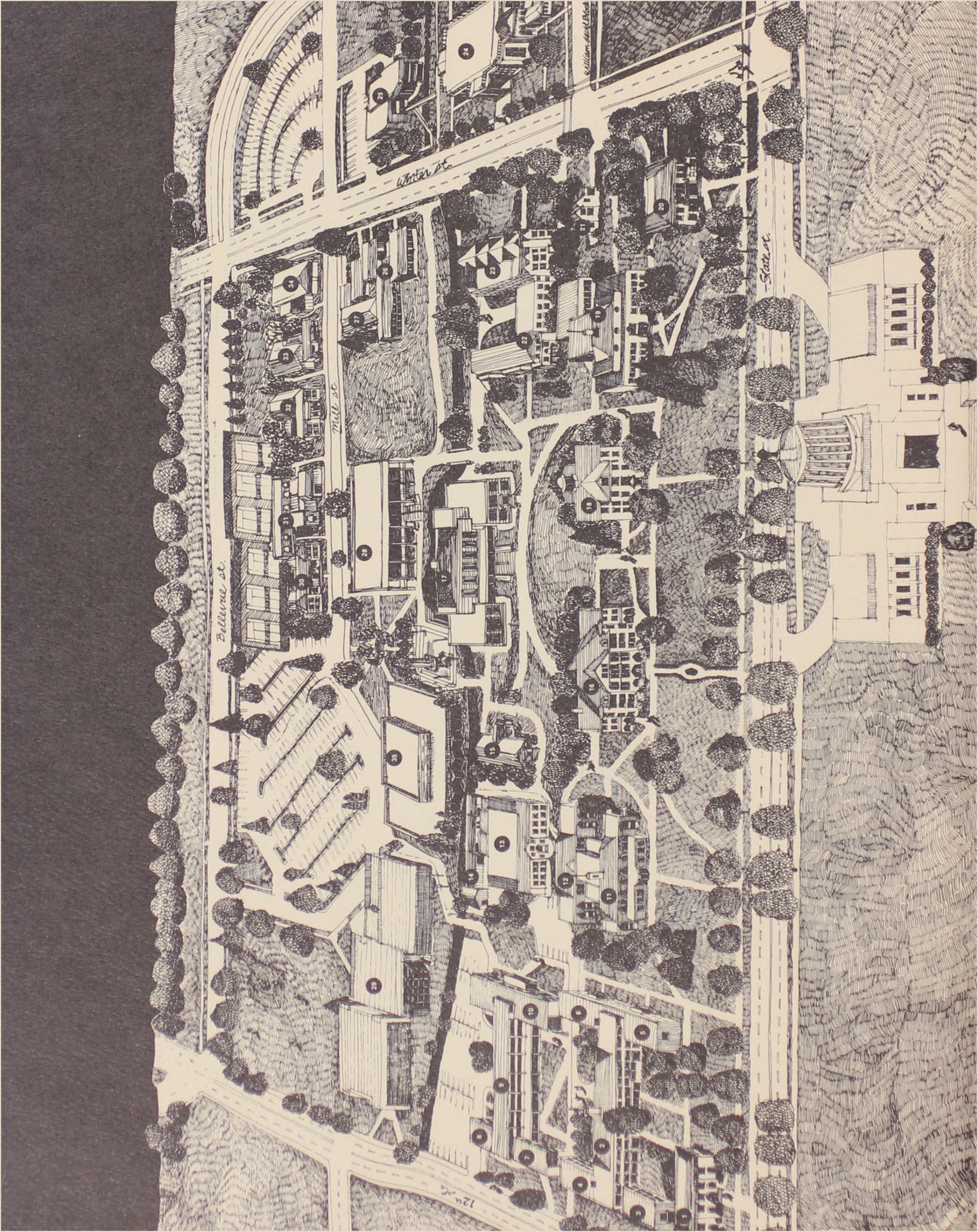
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**Alan Goudy**, President, Collins, Pine Co., Portland, OR  
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**Donald K. Grant**, Executive Consultant, Guy F. Atkinson Co., San Mateo, CA  
**Orval O. Hager**, Attorney at Law, Portland, OR  
**\*Henry L. Haines**, Minister, United Methodist Church, Salem, OR  
**Stanley N. Hammer**, President, Pumilite Block & Supply, Salem, OR  
**\*Herbert C. Hardy**, Attorney at Law, Portland, OR  
**\*Roy Harland**, Attorney at Law, Salem, OR  
**Dale Harris**, Superintendent of the Western District, United Methodist Church, Salem, OR  
**\*Mark O. Hatfield**, United States Senator, Washington, DC  
**Will J. Henderson**, Retired Executive, Honolulu, HI  
**Henry Hewitt**, Attorney at Law, Portland, OR

**William Hilliard**, Executive Editor of News, *The Oregonian*, Portland, OR  
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**Douglas G. Houser**, Attorney at Law, Portland, OR  
**Jerry E. Hudson**, President, Willamette University, Salem, OR  
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**L.B. Staver**, Executive, U.S. National Bank, Portland, OR  
**Thomas B. Stoel**, Attorney at Law, Portland, OR  
**William Swindells, Jr.**, President, Willamette Industries Inc., Portland, OR  
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**Allan Voigt**, Medical Director of the Eisenhower Medical Center, Rancho Mirage, CA  
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**William B. Webber**, Tektronix Foundation, Tigard, OR  
**\*Edward C. Wells**, Bellevue, WA  
**Loren C. Winterscheid**, Medical Director, University of Washington Hospital, Mercer Island, WA  
**Bryant K. Zimmerman**, Vice President and General Counsel, Guy F. Atkinson Co., Hillsborough, CA  
**\*Indicates Life Member**



# Campus Map

1. **Gatke Hall** 1938, political science and economics, named in honor of Willamette historian and professor Robert M. Gatke, 1968.
2. **Baxter Hall** 1948, coed, 110 residents, named in honor of Dr. Bruce R. Baxter, president of Willamette from 1934-40.
3. **Phi Delta Theta** national fraternity, 1947, 32 men.
4. **Sigma Alpha Epsilon** national fraternity, 1949, 32 men.
5. **Beta Theta Pi** national fraternity, 1947, 32 men.
6. **Sigma Chi** national fraternity, 1947, 32 men.
7. **Kappa Sigma** national fraternity, 1961, 32 men.
8. **Delta Tau Delta** national fraternity, 1962, 32 men.
9. **Matthews Hall** 1961, coed, 90 residents, "art performance" sector, named in honor of mathematics professor James T. Matthews.
10. **Belknap Hall** 1961, coed, 70 residents, named in honor of Dr. Lewis Franklin Belknap, prominent Methodist minister.
11. **University Library** 1938.
12. **Walton Hall** 1967, foreign languages, Office of the Dean of the College of Liberal Arts and Associate Dean, named in honor of the late financier William S. Walton.
13. **Willamette Playhouse** 1923, converted from gymnasium use in 1974 for theatre productions, renovated, 1979.
14. **Maintenance Shops** 1946 and 1969.
15. **Bishop Student Development Center** 1955, medical services, counseling, career and life planning, intercultural student coordinator, business office and Vice President for Financial Affairs, named in honor of C.P. and Fannie K. Bishop.
16. **Eaton Hall** 1909, history, religion, English, sociology and anthropology, philosophy, and education, renovated 1982, a gift of A.E. Eaton.
17. **Smith Auditorium and Fine Arts Building** 1955, 1250-seat auditorium, music and speech communication departments, named in 1970 in honor of President Emeritus G. Herbert Smith who served Willamette from 1942-69.
18. **Waller Hall** 1867, psychology, media center, Office of Campus Safety, chapel, oldest building on campus, named in honor of the Rev. Alvin Waller, a former business agent for Willamette who raised funds for the building.
19. **E.S. Collins Science Center** 1941, with wing addition in 1962, biology, chemistry, earth science, physics, gift of lumberman Everell S. Collins. Renovated, 1981.
20. **Art Building** 1977, the old College of Music (built 1905) renovated for art gallery, art classes, faculty offices, sculpture, and ceramic studios.
21. **University House** moved to campus in 1938, offices of alumni affairs and development.
22. **Doney Hall** 1955, with wing addition in 1967, coed residence for 110, named in honor of Willamette President and Mrs. Carl Gregg Doney (president 1915-34). Basement houses Offices of News and Publications and Willamette Food Service.
23. **Lausanne Hall** 1920, coed, 100 residents, intensive study preference, named for the sailing ship that brought many of the early pioneers to the Oregon country. Renovated, 1985.
24. **Collins Legal Center** 1967, College of Law, Center for Dispute Resolution, named in honor of alumnus, lumberman, and former Trustee chairman Truman Wesley Collins.
25. **Seeley G. Mudd Building** 1975, Geo. H. Atkinson Graduate School of Management, computer center.
26. **York House**, 1959, mathematics and computer science, named in honor of Emily J. York, the first graduate of Willamette's collegiate division in 1859.
27. **Lee House** 1959, coed graduate student housing for 24, named in honor of Lucy Anna Lee, only daughter of founder Jason Lee.
28. **Putnam University Center** 1970, student government, bookstore, student publications, lounge, snack bar, conference rooms, Offices of Admission, Financial Aid, Registrar, President, Vice Presidents for Academic and Student Affairs. Named in honor of Oregon journalist George Putnam.
29. **Lestle J. Sparks Physical Education and Recreation Center** 1974, containing the Edwin E. and June Woldt Cone Field House, Chester Henkle Gymnasium, natatorium, handball courts, and other exercise and recreation facilities, named in honor of professor of physical education and coach who was associated with Willamette 1916-1979.
30. **Willamette International Studies House (WISH)** 1965, coed, 39 residents.
31. **Alpha Chi Omega national sorority** 1967 (chapter founded in 1944), 46 women.
32. **Delta Gamma national sorority** 1967 (chapter founded in 1945), 46 women.
33. **Pi Beta Phi national sorority** 1963 (chapter founded in 1944), 46 women.
34. **Cyrus Shephard House** 1963, 46 women.
35. **Site of the Mark O. Hatfield Library** to be completed in 1986.  
McCulloch Stadium, 1950, 3500 seats at 10-acre athletic field in Bush's Pasture Park, a gift of former Trustee chairman Charles E. McCulloch. All-weather track, John R. Lewis Baseball Field.  
Bishop House, acquired 1954, President's home, named in honor of C.P. and Fannie Kay Bishop, house and endowment fund were a gift of the Roy T. Bishop family, located at 325 Lincoln St., S.  
Thetford Lodge, 1963, mountain retreat sleeping 16 on Little North Fork of the Santiam River, gift of former Oregon Governor, journalist, and trustee Charles Sprague.

# Calendar

## Fall Semester, 1985

**August 31** Residence Halls open for new students. Orientation begins.

**September 2** Labor Day.

**September 3** Registration for returning students who did not complete Advanced Class Selection, from 8:00 A.M.-Noon. CLASSES BEGIN AT 8:00 A.M.

**September 16** Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester courses Credit/No Credit.

**October 4** Last day to drop first half semester courses.

**October 21** Mid Semester Day — NO CLASSES.

**October 23** End of first half semester courses.

**October 24** Beginning of second half semester courses.

**November 6** Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses Credit/No Credit.

**November 8** Last day to drop full semester courses.

**November 21** Academic Advising for Spring Semester begins.

**November 22** Last day to drop second half semester courses.

**November 27** Thanksgiving Vacation begins.

**December 2** Thanksgiving Vacation ends.

**December 7** Advance Class Selection for Spring Semester.

**December 13** Classes End.

**December 14-15** Study Days.

**December 16** Semester Final Examinations begin.

**December 18** Study Day.

**December 21** Semester Final Examinations end. Christmas Vacation begins.

## Spring Semester, 1986

**January 13** Registration for new students and for returning students who did not complete Advance Class Selection.

**January 14** Classes begin.

**January 27** Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester courses Credit/No Credit.

**February 1** One hundred forty-fourth anniversary of the founding of the University.

**February 14** Last day to drop first half semester courses.

**March 3** End of first half semester courses.

**March 4** Beginning of second half semester courses.

**March 10** Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses Credit/No Credit.

**March 21** Last day to drop full semester courses. Spring Vacation begins at 5:00 p.m.

**March 31** Spring Vacation ends.

**April 7** Academic Advising for Fall Semester begins.

**April 11** Last day to drop second half semester courses.

**April 19** Advance Class Selection for Fall Semester.

**April 29** Classes End.

**April 30** Study Day.

**May 1** Study Day.

**May 2** Semester Final Examinations begin.

**May 4** Study Day.

**May 7** Semester Final Examinations end.

**May 11** Baccalaureate and Commencement — All Colleges.

# Calendar

## Fall Semester, 1986

**August 30** Residence Halls open for new students. Orientation begins.

**September 1** Labor Day.

**September 2** Registration for returning students who did not complete Advanced Class Selection, 8:00 A.M.-Noon. CLASSES BEGIN AT 8:00 A.M.

**September 15** Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester courses Credit/No Credit.

**October 3** Last day to drop first half semester courses.

**October 20** Mid Semester Day — NO CLASSES.

**October 22** End of first half semester courses.

**October 23** Beginning of second half semester courses.

**November 5** Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses Credit/No Credit.

**November 7** Last day to drop full semester courses.

**November 20** Academic Advising for Spring Semester begins.

**November 21** Last day to drop second half semester courses.

**November 26** Thanksgiving Vacation begins at 5:00 p.m.

**December 1** Thanksgiving Vacation ends.

**December 6** Advance Class Selection for Spring Semester.

**December 12** Classes End.

**December 13-14** Study Days.

**December 15** Semester Final Examinations begin.

**December 17** Study Day.

**December 20** Semester Final Examinations end. Christmas Vacation begins.

## Spring Semester, 1987

**January 19** Registration for new students and for returning students who did not complete Advance Class Selection.

**January 20** Classes Begin.

**February 1** One hundred forty-fifth anniversary of the founding of the University.

**February 2** Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester courses Credit/No Credit.

**February 20** Last day to drop first half semester courses.

**March 9** End of first half semester courses.

**March 10** Beginning of second half semester courses.

**March 20** Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses Credit/No Credit. Spring Vacation begins at 10:00 p.m.

**March 30** Spring Vacation Ends.

**April 3** Last day to drop full semester courses.

**April 13** Academic Advising for Fall Semester begins.

**April 17** Last day to drop second half semester courses.

**April 25** Advance Class Selection for Fall Semester.

**May 5** Classes End.

**May 6-7** Study Days.

**May 8** Semester Final Examinations begin.

**May 10** Study Day.

**May 13** Semester Final Examinations end.

**May 17** Baccalaureate and Commencement — All Colleges.

# Calendar

## Fall Semester, 1987

**August 29** Residence Halls open for new students. Orientation begins.

**September 1** Registration for returning students who did not complete Advanced Class Selection, from 8:00 A.M.-Noon. CLASSES BEGIN AT 8:00 A.M.

**September 7** Labor Day Holiday.

**September 15** Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester courses Credit/No Credit.

**October 2** Last day to drop first half semester courses.

**October 19** Mid Semester Day — NO CLASSES.

**October 21** End of first half semester courses.

**October 22** Beginning of second half semester courses.

**November 4** Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses Credit/No Credit.

**November 6** Last day to drop full semester courses.

**November 19** Academic Advising for Spring Semester begins.

**November 20** Last day to drop second half semester courses.

**November 25** Thanksgiving Vacation begins.

**November 30** Thanksgiving Vacation ends.

**December 5** Advance Class Selection for Spring Semester.

**December 11** Classes End.

**December 12-13** Study Days.

**December 14** Semester Final Examinations begin.

**December 16** Study Day.

**December 19** Semester Final Examinations end. Christmas Vacation begins.

## Spring Semester, 1988

**January 18** Registration for new students and for returning students who did not complete Advance Class Selection.

**January 19** Classes Begin.

**February 1** One hundred forty-sixth anniversary of the founding of the University.

**February 1** Last day to add first half and full semester courses. Last day to drop first half and full semester courses without a W appearing on the transcript. Last day to designate first half and full semester courses Credit/No Credit.

**February 19** Last day to drop first half semester courses.

**March 7** End of first half semester courses.

**March 8** Beginning of second half semester courses.

**March 18** Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on the transcript. Last day to designate second half semester courses Credit/No Credit. Spring Vacation begins at 5:00 p.m.

**March 28** Spring Vacation ends.

**April 1** Last day to drop full semester courses.

**April 11** Academic Advising for Fall Semester begins.

**April 15** Last day to drop second half semester courses.

**April 23** Advance Class Selection for Fall Semester.

**May 3** Classes End.

**May 4-5** Study Days.

**May 6** Semester Final Examinations begin.

**May 8** Study Day.

**May 11** Semester Final Examinations end.

**May 15** Baccalaureate and Commencement — All Colleges.

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**“Your job is  
to find what the  
world is trying  
to be.”**

From “Vocation” by poet William  
Stafford, speaker at the 1978 Willamette  
commencement.



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