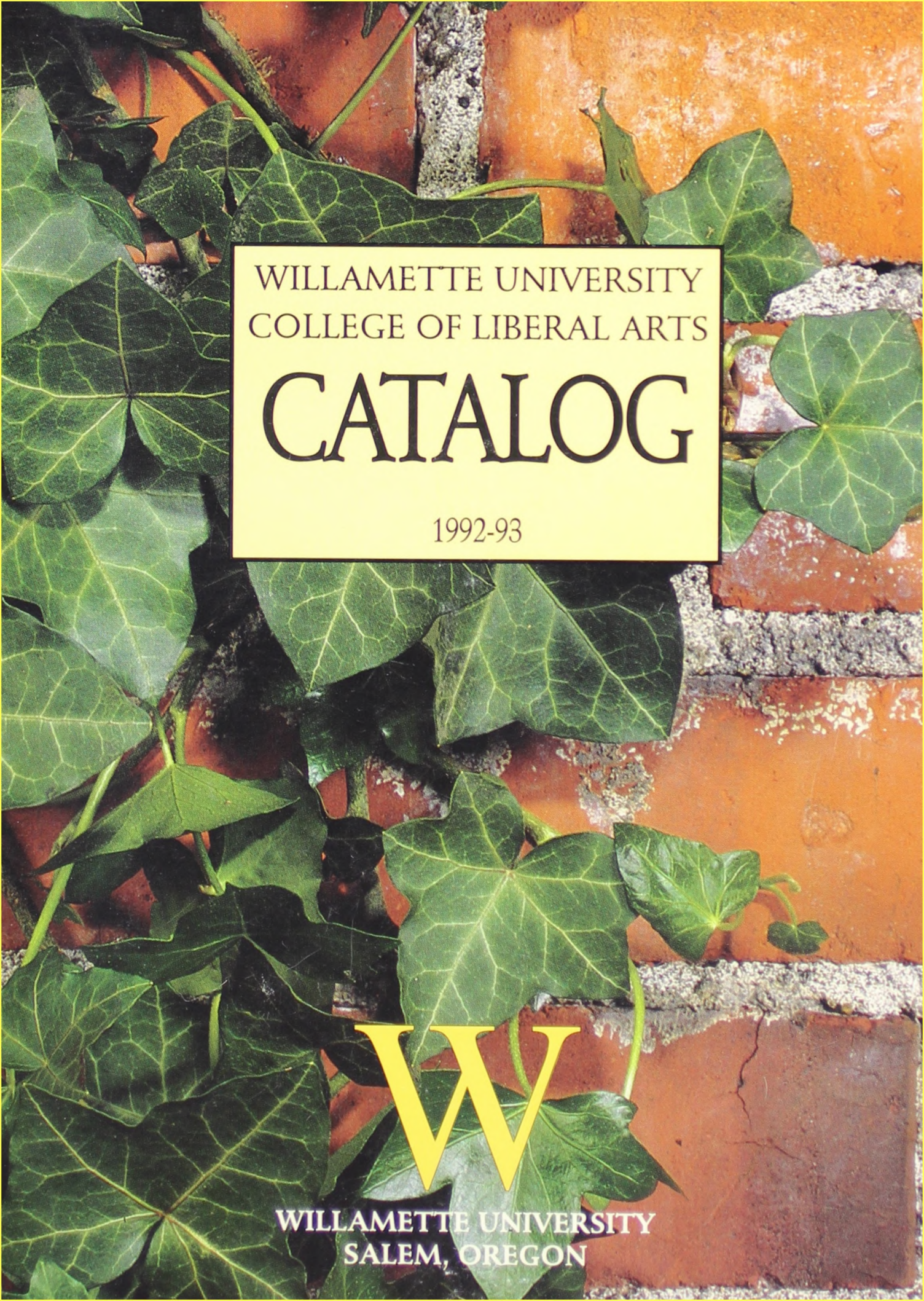


The background of the entire cover is a photograph of green ivy leaves with prominent veins, growing over a wall of reddish-brown bricks. The ivy is dense in some areas and more sparse in others, creating a textured, naturalistic backdrop.

WILLAMETTE UNIVERSITY
COLLEGE OF LIBERAL ARTS

CATALOG

1992-93



WILLAMETTE UNIVERSITY
SALEM, OREGON

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Willamette University

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Willamette University seeks to be a diverse campus and does not discriminate on the basis of sex, race, age, marital status, physical disabilities, religion, sexual orientation, or national and ethnic origin in its educational programs, activities and employment policies in keeping with both the spirit and the letter of all equal opportunity and civil rights laws. Direct inquiries regarding the above to Donald W. Miller, Director of Personnel Services, Willamette University, Salem, Oregon 97301.

This catalog is designed to give prospective and current students, advisors, faculty, and friends of Willamette University an accurate picture of the curriculum, faculty, environment and related subjects. Over the course of the year 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 for visitors coming on specific business. Mailing address: Willamette University, 900 State Street, Salem, Oregon 97301. Phone: (503) 370-6300. TDD/Voice. FAX: 503-370-6148.

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INTRODUCTION

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

Willamette University is a small, independent, coeducational university with a college of liberal arts and graduate programs in law, management, and teaching. Founded in 1842 by the same Methodist missionaries who developed the Oregon Territory, it is the oldest college in the West. Its continuing relationship to the United Methodist Church is characterized by a non-sectarian charter and an open educational ethos.

Willamette has long been known for its intellectual vitality, 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 fifteen 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 1991 had a solid subject GPA of 3.5 and 1100+ combined SAT scores. Four hundred freshmen were enrolled from a group of over 1,500 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 go immediately on to graduate or professional school. Undergraduate enrollment in the fall of 1991 was 1,622; total University enrollment was 2,452.

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.

Since 1981, more than \$20 million in renovation and new building projects have been completed. Included in these were complete renovations of E.S. Collins Science Center, Eaton Hall (Humanities), Smullin Hall (Social Sciences, Mathematics and Computer Science) and Waller Hall (administration). Current building projects include a \$7.9 million renovation/addition to the Truman Wesley Collins Legal Center (begun in May 1991); a \$4.1 million new dining commons (begun in the fall of 1991) and renovation of the Putnam University Center (scheduled for summer 1992).

Sparks Center is an outstanding athletic and physical education facility. Our playhouse is one of the best educational theatre facilities in the state. A 1,250 seat auditorium in the Fine Arts Building is the site of numerous lectures and concerts, including those of the Oregon Symphony. These 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.

Adjacent to the campus and connected to it by a skybridge is Tokyo International University of America, the American campus of Willamette's Japanese sister university. TIUA offers classes in English and American studies to visiting students from Japan as well as courses in Japanese studies for Willamette students. Some Willamette students live in TIUA dormitories. The close relationship offers a wealth of intercultural activities and opportunities for students of both institutions.

Salem's population of 106,000 makes it Oregon's third largest city. Twice named as an All-America City, the community offers a range of restaurants, movie theaters, and cultural opportunities—most within easy walking distance of the campus—to augment the University activities. Willamette benefits from being located across the street from the state Capitol and near many other state, county, and city offices. In particular, this proximity provides students with exceptional internship opportunities. 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, solid, personal, friendly, well-located, beautiful.

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 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 Department of Chemistry 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 and elementary education.



SECTION I
College of Liberal Arts
General Education Program
Programs of Special Interest

THE PURPOSE OF THE COLLEGE

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 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. Our Master of Arts in Teaching Program provides rigorous teacher training for liberal arts graduates, preparatory to their teacher certification in Oregon. 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 devoted for a century and a half 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.

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 Music and Bachelor of Music Education degrees. In order to earn a degree, a candidate must successfully complete general requirements, specific degree and major requirements, the General Education Program and the English and Mathematics Proficiency requirements.

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 residence. 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 to graduate with fewer than 15 credits earned at Willamette. Note: One Willamette University credit equals four semester hours or six quarter/term hours.

2. Apply no more than 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.
3. 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. 14-15). 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. 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. 15). 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.
5. Satisfactorily complete the seven-credit General Education program (see p. 13-14).
6. Satisfactorily complete an approved major program, including the Senior Year Experience, and the specific requisites for either a B.A. or a B.S. degree, or the professional B.M. and B.M.Ed. degrees, as described below.
7. Achieve a cumulative grade point average of at least 2.00 (C), and a grade point in the major of at least 2.00.

Specific Requirements for Baccalaureate Degrees

Bachelor of Arts

Candidates for the Bachelor of Arts degree must satisfactorily complete foreign language study at the second-year college level. 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 must be verified by the Registrar's Office. If this is not possible, students must follow requirements listed in 3.b above.

Bachelor of Science

Candidates for the Bachelor of Science degree must satisfactorily complete a total of two credits (one each) from at least two of the following four categories: (1) Calculus (Math 139, 141, 142 and 249; (2) Computer Science (CS 230, 231, 232); (3) Logic and Linguistics (Phil 140; English 250-251 [251 counts toward the B.S. only if 250 is completed]); (4) Statistics (Math 138, 466, 467; Econ 230; ISA 350-351).

Bachelor of Music, Bachelor of Music Education

Candidates for these degrees must meet the requirements listed on pgs. 145, 146.

Policy on Double Degrees

Willamette offers no formal program enabling a student to earn degrees in both liberal arts and 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.
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.

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, engineering, forestry and management.

American Studies
Art
Biology
Business Economics
Chemistry
Computer Science
Economics
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

Minors in the following disciplines have been approved by the faculty:

Art
Biology
Chemistry
Classics (proposed fall 1991)
Computer Science
Earth Science
East Asian Studies
Economics

English
French
German
History
Japanese
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Religion
Russian
Sociology
Spanish
Speech Communication
Theatre
Women's Studies (proposed fall 1991)

Special Majors

A student may devise a major program to meet individual needs or objectives not met by approved major programs. Such a program must:

- a. satisfy the criteria listed for approved major programs;
- b. be endorsed by a special committee of three faculty members from at least two different departments who are familiar with Willamette's academic programs and goals;
- c. be submitted for approval by the Academic Council no later than the end of the sophomore year, or in the case of a student transferring more than 12 credits to Willamette University, at the end of the first semester in residence.

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

In adopting the General Education Program, the faculty chose not to require physical education courses. However, the faculty approved a guideline strongly encouraging students to include in their programs involvement in physical

activity to develop and maintain physical fitness and to enroll in courses which provide understanding of physical health.

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, specifically approved by the faculty (see p. 27), 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, social 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 and civic life. Freshmen will earn one of these credits in the required freshman seminar, ISA 123 (see p. 122).

In meeting the integrative studies 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).

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 Engl 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 600 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.

Graduation Requirement Checklist

Proficiency Requirements: English _____ Mathematics _____

B.A. Foreign Language Requirement: Fr. ____ Ger. ____ Jpn. ____ Rus. ____ Sp. ____

B.S. Degree Requirement: (2 credits from two of the following):

Calculus _____	Logic _____
Computer Science _____	Statistics _____

General Education Program

Part A—Discipline Based (1 credit from each)

_____ Fine Arts
_____ Humanities
_____ Literature
_____ Natural Science
_____ Social Science

Part B—Integrative Studies (2 credits)

Major Area

_____ Major:
_____ (_____)

_____ Declaration Date:

ACADEMIC POLICIES AND PROCEDURES

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, 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 undergraduate professional degrees offered by Willamette (the Bachelor of Music, or the Bachelor of Music Education), 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. Any student interested in a Combined Degree Program (see p. 33) should contact the specific program advisor as soon as possible, too.

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.

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 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, by attainment of a departmentally specified cumulative Grade Point Average for courses within the major, and by completing other requirements as prescribed by the major program faculty.

A student may be named to the College Honors List for any semester during which the student earns a Grade Point Average of 3.75 or better with no fewer than 3 credits of graded coursework. The Honors List is widely published and a notation of this achievement is made on the student's transcript.

Registration

Students whose applications for admission have been accepted register on the dates designated in the catalog (see Calendar, p. 264). A late registration fee of \$10 for the first day and \$2 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.

At the end of each semester, pre-registration is held for returning students. Academic advising takes place in the two weeks prior to the pre-registration, and students then make their course selections for the following semester.

Registration Changes

Students who wish to make changes in their course schedule after the registration or pre-registration period may do so by completing a *drop/add* card. *Drop/Add* cards may be obtained from the Registrar's Office and require signatures from the academic advisor and professors of affected courses. Deadlines for adding and dropping courses are listed in the academic calendar. Students are urged to note the deadlines carefully. It is very difficult to get approval for an exception to these deadlines.

Students with physical disabilities or limitations are encouraged to request assistance from the Registrar's Office prior to course selection/registration if they need accommodations on the day of registration. The Registrar will also arrange to relocate scheduled classes to more accessible rooms, as necessary.

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 advisor. Students not meeting these criteria must petition the Academic Status Committee for approval of an overload. Petition forms are available in the Registrar's Office.

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

Final Examination Policy

1. Unless an examination is also held during the regular final examination period, no written student examinations may be given during the last week of class.
2. No form of student evaluation or formal class activities whatsoever may be given during Study Days.
3. The maximum length of a final examination is three hours. Faculty members may schedule shorter examinations if they wish.
4. Faculty members are required to give their final examinations during the scheduled times. Students are permitted to take early examinations by obtaining the instructor's approval.

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 within the stated deadlines. 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 first half semester courses. Withdrawal after these dates will be possible only if the student successfully petitions the Academic Status Committee. 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."

8. The grade of I will stand for Incomplete. This grade can be given only in cases of illness or for certain other exigencies verified by the Medical Director and the Academic Status Committee and must be made up during the next 30 days of residence, or within three years of the date on which the I is recorded, whichever comes first. These deadlines 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 deadlines, the contingency grade will be retained as the final grade. The contingency grade will be used in the computation of the GPA until such a time as a new grade is recorded, but will not be used in determinations of academic status.

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, or within three years of the date on which the T is recorded, whichever comes first. These deadlines 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 retained as the final grade. The contingency grade will be used in the computation of the GPA until such a time as a new grade is recorded, but will not be used in determinations of academic status.

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.

Grade Changes

Once recorded, a grade of A through F can be changed only in the case of clerical or computational error. Written notification must be submitted to the Dean of the College explaining the reason(s) for the change. No changes will be permitted one year after the grade has been recorded. Exceptions to this procedure must be appealed to the Academic Status Committee. The instructor who assigned the grade must be involved in any appeal procedure concerning grade changes.

Credit/No Credit

Students desiring to take a course on a Credit/No Credit basis sign up 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 in the Registrar's Office. 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.

Retaking Courses

Students may retake once any course in which they received a grade of C minus or below. Although both grades will appear on the transcript, only the higher grade will be computed in the GPA. Students seeking any deviation from this policy must petition the Academic Status Committee.

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:

- 7 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;
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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 \$2 for each transcript unless more than one is ordered at a time, in which case a charge of \$1 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 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 Physical education activities courses. No extra fees charged if addition of one of these courses constitutes an overload. *Note also that credit may only be earned for one physical education activity course in any given semester.*

100-299 Courses generally suitable for freshmen and sophomores.

300-495 Courses generally suitable for juniors and seniors.

496-499 Senior year experiences.

The last two numbers further 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

Academic Petitions

Students may occasionally need to petition for clarification of or exceptions to the preceding or other academic regulations. Such petitions should be directed to different places, depending on their specific nature. A list of the most common petitions and their appropriate destinations would include:

Nature of Petition	Destination
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Departmental and major requirements	Department or program chair
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Math Proficiency credit	Registrar and Mathematics Department chair
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English Proficiency credit	Registrar and English Department chair
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Part A area requirements	Area faculty representative on Academic Council (name available from Registrar's or Deans' Office)
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Part B requirements	Associate Dean
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Special Majors	Academic Programs Committee (c/o Deans' Office)
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Most other petitions	Academic Status Committee (c/o Registrar's Office)
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Petition forms are available in the Registrar's Office. The Registrar's Office can also answer other questions about the petition process.

Students should note that certain basic requirements for baccalaureate degrees are never waived or modified, including:

satisfactory completion of a minimum of 31 credits, proficiency in English and mathematics, completion of the general education requirements, completion of the senior year experience, cumulative grade point average of 2.00 in work taken at Willamette, cumulative grade point average of 2.00 in the major, completion of the language requirement for the Bachelor of Arts degree and completion of the mathematics/computer/science/statistics/logic/linguistics requirement for the Bachelor of Science degree. The completion of department requirements *may* be modified or waived by the departments themselves, but not by the Academic Status Committee.

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 was the product of several years of faculty/student/administration planning and is 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 a wide range of options within each of the five discipline areas with which to fulfill the requirement, but each option satisfies 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, prerequisites, and other pertinent information):

Art 111 Drawing and Composition

Art 112 Color and Composition

Art 113 Fundamentals of Design

Art 114 Structural Design

Art 213 Art and Culture of China

Art 214 Art and Culture of Japan

Art 215 Survey of Western Art, Prehistoric Through Gothic

Art 216 Survey of Western Art, Late Gothic to Modern



Art 219 Architecture and Garden Design in East Asia

English 315 The Art and Rhetoric of Film

ISA 211 Human Creativity: The Fine Arts

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

Music 116 Understanding Opera

Music 117 The Art of Listening

Music 212 Jazz in 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 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, prerequisites, and other pertinent information):

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 210 Great Ideas of the Western World

ISA 212 Introduction to East Asian Studies

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, prerequisites, and other pertinent information):

Note: All English courses have a prerequisite of English Proficiency.

English 216 Topics in American Literature

English 217 Topics in British Literature

English 218 Topics in World Literature

English 219 The Forms of Literature: (The Art of Reading Poetry, Drama, Fiction)

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

Russian 314 Introduction to Russian Literature

Russian 411 Russian Literature: Modernism and Revolution

Spanish 314 Introduction to Spanish Literature

Spanish 413 Spanish American Literature: 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, prerequisites, and other pertinent information):

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 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, prerequisites, and other pertinent information):

Economics 130 Principles of Economics

Political Science 110 American Politics

Political Science 111 Survey of Politics: Freedom and Authority

Political Science 112 Survey of Politics: Reason and Ideology

Political Science 113 Survey of Politics: Political Philosophy

Political Science 114 Survey of Politics: War and Peace

Psychology 110 Introduction to Psychology

Sociology 110 Principles of Sociology

Sociology 111 Essentials of Anthropology

Sociology 214 Race and Ethnic Relations

Part B: Integration and Use of Knowledge

The integration and use of knowledge courses, as their name implies, are designed to cross disciplinary lines and to 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 integrating and using knowledge to develop critical thinking, informed judgment, and sensitivity to the complexities of contemporary personal and civic life.

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.

Courses which meet the Integration and Use of Knowledge requirement (See appropriate major program statements for course descriptions, prerequisites, and other pertinent information):

ISB 121 Seminar on Women and Art (1/2 credit)

ISB 123 World Views: The Making of the Modern World

ISB 223 Introduction to Global Perspectives

ISB 225 Field Studies in Hawaii

ISB 245 Feminism, Gender, and Society

ISB 318 Ethnobotany: Plants and People

- ISB 319** Mass Media and Society
- ISB 320** Personal Health
- ISB 321** Ethics in the American Tradition
- ISB 322** Environment and Behavior
- ISB 323** Poet-Painters: Blake and Rossetti
- ISB 324** Women in International Development
- ISB 325** Science and Society
- ISB 326** Art and Politics
- ISB 327** Language and the American Tradition
- ISB 328** Seminar in Textual Interpretation
- ISB 329** Mythology and Symbolism
- ISB 330** Religion and Science
- ISB 331** Liberation Theology and Social Change
- ISB 332** Mysticism and Creativity
- ISB 337** Nature in Japanese Art and Literature
- ISB 339** Mozart's Vienna
- ISB 372** Intercultural/Interpersonal Communication
- ISB 420** Philosophy, Religion and Art in East Asia
- ISB 421** Studies in Florence
- ISB 422** Modern Arts Seminar
- ISB 423** Literature of Natural Science
- ISB 429** Seminar: The Idea of Progress
- ISB 499** Seminar in International Studies

Freshmen satisfy one-half of this integrative studies requirement by earning a passing grade in ISB 123, a required course for all freshmen. Those who do not pass ISB 123 and students who transfer to Willamette must earn two "Part B" credits to be eligible for graduation.

Students successfully completing a full semester in one of Willamette University's foreign study programs (France, Japan, England, East Asia, Spain, Germany) 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 (ISB is not a subject field) and b) include no more than one credit taken from the same instructor (does not apply to team-taught ISB courses).

Beginning with Fall 1989, all students must complete one part of the Part B course requirement with a course at the 300 level or above or with an off-campus study program with Part B status.

PROGRAMS OF SPECIAL INTEREST

Interdisciplinary Freshman Program

World Views Seminar—Required of all entering freshmen, the World Views Seminar sets out to explore the constitution of a particular view of the world. Critical discussion and writing will be emphasized in this interdisciplinary course which will be taught by faculty from humanities, literature, fine arts, natural science and social science. The first seminar explored Victorian England in an effort to discover antecedents for modern thought. The current seminar looks at Latin America to explore other visions of the American experience in what came to be called the new world.

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 energy, world food problems, minorities, and human adaptation to change. Interdisciplinary senior seminars in the Humanities are offered each semester. 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, professional internships, and independent study and research projects.

COMBINED DEGREE PROGRAMS

The combined degree programs developed by Willamette University allow students interested in computer science, management, engineering, and forestry to accelerate their training, and to earn degrees from Willamette University and other universities participating in the combined degree programs.

Management

The College of Liberal Arts cooperates with the Atkinson Graduate School of Management in offering a 3-2 Program, through which a student can earn, in five years, 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 all of the College of Liberal Arts graduation requirements. The students are then ready to complete the second, and final, year of the Atkinson program and receive the Master of Management degree.

Application for admission to the Master's segment of the 3-2 Program is made during the first semester of the junior year. Applications are considered on an individual basis. 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 University, NY; the University of Southern California, CA; and Washington University, MO, whereby a student may receive both a Bachelor of Arts from Willamette and a Bachelor of Science from the participating engineering school. A six-year combined program results in a Bachelor of Arts or Science degree from Willamette and a Master's degree in engineering from Columbia.

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, University of Southern California or Washington University. At any 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, Southern California or Washington 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 concern-

ing the engineering program may be obtained by consulting Dr. 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 Oregon Graduate Institute or the University of Oregon. The student spends the first three years of the program at Willamette completing 24 credits and an approved major program together with liberal arts requirements for graduation. The next two years are spent at the Oregon Graduate Institute or the University of Oregon. Seven credits are transferred to Willamette to fulfill the undergraduate 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 Oregon Graduate Institute or the University of Oregon. 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. Students interested in this program should contact Dr. Michael Dunlap of the Computer Science Department.

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 or Master of Environmental Management from Duke. The undergraduate prerequisites specific for admission to Duke University are at least one course each in biological science, calculus, statistics, and microeconomics; students are also expected to have a working knowledge of microcomputers for word processing and data analysis. Students interested in this program should contact Dr. Scott Hawke of the Biology Department.

OFF-CAMPUS STUDY

Because foreign study offers a dimension of liberal education that no on-campus experience can duplicate, Willamette University is committed to foreign study programs that have significant ties with the curriculum.

Foreign Study

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 1992-94 period, the following Willamette University sponsored foreign study programs will be available, and participation will be limited to students regularly enrolled in the University.

Further information about foreign study programs is available in the Office of the Director of International Education.

Semester in Kawagoe, Japan

Fall 1993

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

Every fall semester in odd-numbered years, 20-30 Willamette students and a Willamette professor enjoy a semester of study on the TIU campus. The curriculum includes courses in Japanese language, art, economics, 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.

In addition to 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 program excursions to such places as 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.

In May 1989, TIU opened the Tokyo International University of America campus (TIUA) adjacent to Willamette, thus further enhancing arrangements between our two institutions. TIUA students take courses in English, Humanities, Social Sciences, and Natural Science from Willamette University faculty. In turn, Willamette students may take advantage of opportunities provided by TIUA faculty. Ultimately, approximately 200 TIU students will live in Salem, one-half on the TIUA campus and the rest in Willamette University residence halls, with an equal number of Willamette students living in the TIUA residence facility.

These exchanges of students on a regular basis have fostered many lasting friendships among students and faculty. Over the years the ties between these colleges have thus become very strong and lend this program a unique distinction.

Semester in Paris or Nantes, France

Fall and Spring 1992, 1993, 1994

The program in France is a language program. Courses are taught in French, and students going on this program must have completed two years of college French or the equivalent. Currently, students accepted into the French program study under the auspices of the Institute of European Studies. Willamette University holds associate membership in this institute. Students may apply to study either in Paris or Nantes. The curriculum in this program includes courses in French language, culture, history, literature, and politics.

Semester in East Asia

Fall 1992 and 1994

Alternating with our program in Kawagoe, the East Asian Studies Program includes five-week stays in the People's Republic of China, South Korea, and Japan. Each stay will be divided into one week of travel and four weeks of study on the campuses of our sister institutions: Xiamen University (Xiamen, China), Kookmin University (Seoul, Korea) and Tokyo International University (Kawagoe, Japan). These three countries share a common cultural heritage and yet are strikingly diverse in living standards, and political and economic systems. The academic program will focus on history and culture as instruments for understanding the present and predicting the future.

Semester in London, England

Fall and Spring 1992, 1993, 1994

In a consortium arrangement with Whitman College, the University of Puget Sound, Pacific Lutheran University, Gonzaga University, and the University of Portland, 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 and hires British professors to teach the group. Emphasis is on absorption of the British culture with courses in such fields as 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.

Semester in Watford, England

Spring 1992, 1993, 1994

To accommodate the many qualified students interested in studying in England, the semester at Watford has a distinct character. While the curriculum

remains very similar to the offerings in London, the lifestyle and the pace are noticeably different in this London suburb. Students in "the other program" boast that they experience both the intellectual and cultural excitement provided by nearby London and the tranquility and warmth offered by Watford and her citizenry.

Semester in Oviedo, Spain

Spring 1992, 1993, 1994

Willamette, along with the same consortium that offers the London Program, offers a program in Oviedo, Spain, at the University of Oviedo. Like the French program, Oviedo is a language program; thus, two years of college Spanish or the equivalent are required and courses are taught in Spanish. Students will enrich their introduction to Spanish culture by living with Spanish families and they will have the added advantages of access to various facilities of the University.

Year in Munich, Germany

1992, 1993, 1994

Willamette students join students from Lewis and Clark and Reed Colleges 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 German language take advantage of this program every year.

Semester in Simferopol, USSR

Spring 1992, 1993, 1994

In 1991, following years of a developing sister city relationship between Simferopol and Salem and a period of expanding exchange programs between Simferopol State and Willamette, a group of Willamette students spent the spring semester studying and living in Simferopol in the Crimea. The program is taught in Russian and includes courses in Russian language, in Soviet literature, and in civilization and culture. Given the far-reaching changes in Soviet society under *glasnost*, the Simferopol program offers an unusual opportunity to experience a society in change.

Post-Sessions

Participation in post-sessions is not limited to Willamette University students. 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, Australia, the American Southwestern deserts, Florence, Italy, and Greece. Similar programs will be available in the 1992-94 period. Students may earn variable 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. Enrolled Willamette 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 second semester sophomore standing. Recommended background includes introductory courses in political science and international relations.

Washington Semester: Sponsored by American University in Washington, D.C. Different programs are offered in economic policy, foreign policy, journalism, justice, and American government. Internships and supervised independent research are included in most programs. Normal admission requirements include second semester sophomore standing and successful completion of courses appropriate for the particular study program.

Information about domestic off-campus programs is available through the Office of the Associate Dean of the College of Liberal Arts.

Internships

In addition to off-campus studies located at some distance from the home campus, Willamette also has a well-developed on-going 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.

The Willamette University Internship Program offers three types of internship opportunities.

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, 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 in offices, agencies, and institutions related to the major, earning 1 to 2 credits, depending on the time spent at the internship site.

3. Professional Internship

For a limited number of seniors, professional internships provide on-the-job experience with para-professional standing. Students earn 1 to 2 credits depending on the time spent at the internship site. 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.

Undergraduate Research Grants

Willamette University offers research grants on a competitive basis to interested and deserving undergraduates who wish to pursue specific topics beyond those generally encountered in the regular course offerings. These research projects, which may be scholarly, creative or professional in nature, can be pursued as independent study or in collaboration with faculty research. They are intended to help prepare students for graduate and professional study.

General Guidelines

The guidelines for Undergraduate Research Grants are just that: "guidelines" to be used by students, faculty and the committee that awards grants. In developing a proposal, a student should use the guidelines as a basis and then continue asking questions of faculty members, past grant recipients and former sponsors. The Undergraduate Research Committee will sponsor seminars on project development and research methodology. Taking advantage of these opportunities will also lead to a better grant application.

1. All undergraduate Willamette students are encouraged to apply for grants. Other things being equal, preference will be given to those who will continue to be enrolled in undergraduate courses leading to a bachelor's degree at Willamette University following the grant. **2.** Other things being equal, preference will also be given to those who have not previously been awarded a Willamette University Undergraduate Research Grant. **3.** Awards will only be given to Willamette students who are sponsored by a Willamette University faculty member or by a faculty member or professional at some other approved institution. The sponsor must endorse the student proposal and complete the Research Grant recommendation form. **4.** Grants are most likely to be awarded

for proposals that meet the following criteria: a) The applicant has the necessary ability and academic background to carry out the project. b) The project is sufficiently significant so that carrying it out will enhance the student's intellectual development. c) The project is well-conceived, well-planned, and likely to be completed within the period of the grant. d) The project should lead to a scholarly report or other product (e.g., an article, paper, performance, exhibit, etc.). e) The project is not part of coursework carrying academic credit or otherwise required for graduation. f) The faculty or professional sponsor has an appropriate role in the student's carrying out the project, and has the necessary training and knowledge to supervise the student. **5.** The maximum amount awarded will be \$2,000 to cover stipend, supplies, travel expenses, per diem, or expenses related to attending conventions, festivals, etc. Expenses relating to coursework will not be funded. **6.** Grant recipients who have not completed their projects by November 1 must submit a written interim report to the Deans' Office by November 1; all grant recipients must submit a final project report to the Deans' Office within one year of beginning the project. **7.** The sponsoring faculty member or another professional is required to supervise the student throughout the project and/or see that the student is adequately supervised by someone at an approved institution. The sponsor must submit a one-page summary evaluation of the research project to the Deans' Office within 30 days of completion of the project. **8.** Proposals should be submitted to the College of Liberal Arts Deans' Office (155 Smullin). The deadline for submission of proposals and the sponsor's recommendation is February 1. (Announcement of awards will be made by March 1.)

It is strongly recommended that students who are interested in applying for grants attend information sessions sponsored by the College of Liberal Arts Deans' Office and the Undergraduate Research Committee in November of each year.

Information session and methodology workshop

Information sessions, led by past grant recipients and project sponsors, are designed to explain the research program, answer questions and encourage participation in the Undergraduate Research Program. Pending student interest, a second session on research methodology is held. Led by faculty members representing diverse fields, the methodology session is designed to facilitate the development of a sound research proposal.

Questions about the Undergraduate Research Program should be directed to the College of Liberal Arts Deans' Office. A field of all past successful grant applications is available for review in the Deans' Office.

GRADUATE STUDY OPPORTUNITIES

Master of Arts in Teaching (M.A.T.)

Teacher education at Willamette is structured around a ten-month, fifth-year program which culminates in a Master of Arts in Teaching degree. The program and its requirements are described fully under the Education section, beginning on page 86.

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, quantitative 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 completion of 22-1/2 credits. Ordinarily, however, 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 1,000 other small, liberal arts colleges, showed that Willamette ranked in the top seven 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 speciality (i.e., economics, 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 Office of News and Publications.

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. 44).

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 regarding 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/her choice. The following are suggested as minimum preparation for admittance to most medical schools: Biol 110 (Principles of Biology) or Biol 140 (Organismal Biology); Biol 233 (Genetics); one or more of the following highly recommended: Biol 230 (Microbiology), Biol 346 (Comparative Vertebrate Morphology), Biol 446 (Embryology). Four credits in chemistry including Chem 115 and 136 (Introductory Chemistry I and II) and Chem 271 and 272 (Organic Chemis-

try 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 Helping 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, can gain practical knowledge of research techniques at these sites while at the same time achieving credit toward graduation.

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

The Willamette University College of Law was established in 1883, 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 American Bar

Association approved list of Law Schools since 1938 and has been a member of the Association of American Law Schools since 1946. 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.

Many Willamette undergraduates are interested in the possibility of law as a career and plan to attend a law school after completion of their baccalaureate program. 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 and practice of law will benefit from extensive training and knowledge in English composition, political science and history. Also recommended are courses in all subject disciplines that require analytical thinking and the application of facts to new situations. The Political Science Department offers four courses directly concerned with the law: Law and Public Policy (Poli 334), Constitutional Law I and II (Poli 350 & 351) and Seminar in Law and Constitutional Policy (Poli 375). The Economics Department offers Business Law (Econ 338). The Psychology Department offers Psychology and the Law (Psych 437).

In the College of Liberal Arts, there is a pre-law chapter of Phi Alpha Delta through which students examine different facets of the law, meet with current law students, and invite guest speakers to the campus to discuss legal developments. Professor Susan Leeson, Pre-Law Advisor (Political Science Department), has available a file of law school catalogs, pre-law handbooks (explaining admission standards at various law schools), and information about the Law School Admission Test (LSAT).

Additional information can be obtained by writing directly to the Office of Admission, College of Law, Willamette University, Salem, Oregon 97301.

CENTER FOR DISPUTE RESOLUTION

As an alternative to litigation, a negotiated or mediated decision often provides a more humane and less costly solution to many issues previously decided through the courts. The Center for Dispute Resolution of the Willamette College of Law provides one of the few programs in the country to focus on dispute resolution as an alternate means for resolving conflicts. While some of the coursework offered by the Center is required for students at the College of Law, much of it is elective, including the clinical component offered in conjunction with Marion County. The Center also offers a certificate program for students interested exclusively in dispute resolution. The certification program can be completed in one year of full-time study. Eighteen hours must be completed to earn the certificate, including thirteen hours in core courses and five in advanced electives. For specific information about admission, curriculum and other requirements, interested students should contact the Center for Dispute Resolution, College of Law, Willamette University, Salem, OR 97301.

ATKINSON GRADUATE SCHOOL OF MANAGEMENT

The Geo. H. Atkinson Graduate School of Management is a professional school; its purpose is to prepare students for careers in business, government, and the not-for-profit sector. It shares with the College of Liberal Arts the recognition that the best preparation for any career is the ability to think critically and to develop an understanding of the world around us.

Designed specifically for liberal arts majors, the School's curriculum offers a well-rounded program producing managers who know how to get things done; who recognize the importance of understanding other segments of society; and who are adaptive and innovative. The two-year program, which leads to a Master of Management (M.M.) degree, is one of few in the nation providing management education for either public or private sectors.

Recognizing that a core of basic skills is essential for effective management, the Atkinson School has a highly integrated system of required first year courses in economics, organizational behavior, government and policy, quantitative methods, computers, finance, accounting, and marketing. Core courses provide students with analytic tools, skills and concepts that are applicable in any management environment. Emphasis is placed on developing problem-solving capabilities, including opportunities to apply theory to "real-world" situations.

Most students undertake paid internships during the summer between the first and second years, providing a hands-on opportunity to apply newly-developed tools, skills and concepts.

In the second year, students select courses to fit their career objectives. Concentrations are offered in small business management, finance, accounting, organizational development, international management, marketing, etc. The second year is designed to help the student further develop and apply analytic tools through case studies, research or consulting projects, and management simulations. Although Willamette University does not offer undergraduate degrees in business or public administration, the Atkinson School cooperates with the College of Liberal Arts in offering a combined degree program in Liberal Arts and Management (see p. 33). Professor Steve Archer serves as the Atkinson School advisor for this program.

Additional 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

Major and Minor Programs Course Descriptions

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.

Requirements for the Major

A. Six specific courses:

Engl 216	Topics in American Literature
Hist 341	Foundation of American Thought
Poli 110	American Politics
Rel 214	Religion in America
Soc 236	The Dynamics of 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 244	American Art and Culture
Engl 372	Modernism in Britain and America
Engl 374	Regional Literature
Hist 210	Topics in U.S. History: Early Period
Hist 211	Topics in U.S. History: Later Period
ISB 420	The Bible in the American Tradition

Group II: Social Science

Poli 331	State and Urban Politics
Poli 332	American Foreign Policy
Poli 358	American Political Development: The Revolution to the Civil War
Poli 359	American Political Development: The Civil War to Civil Rights
Soc 214	Race and Ethnic Relations
Soc 231	Indians of North America
Soc 332	Urban Community
Soc 434	Social Stratification

C. Three additional courses from A or B, or other courses in the American Studies curriculum

Other American Studies Courses

Art 257	Architecture in America (1/2)
Art 258	Photography in America (1/2)
Art 358	Art in America Since 1945 (1/2)
Biol 255	General Ecology
Engl 333	Film Genre and Authorship
Hist 337	American Colonial History
Hist 340	United States History Since World War II
Poli 335	American Political Thought
Soc 335	Work, Organization, and the Marketplace
SpCom 332	American Public Address

Faculty

James Bjorkquist, Associate Professor of Sociology, Director

Contributing faculty from Art, Biology, English, History, Political Science, Religion, Sociology, and Speech Communication.

ART

The Art Program encompasses the closely related disciplines of art history and studio art. Both emphasize the rich diversity of human experience and expression. Art courses may be taken singly to complement a number of other major programs, or as part of the art major, with a concentration in art history, studio art, or both combined. Art history offerings include a variety of courses in American, Chinese, European and Japanese art; the departmental collections in these areas provide special opportunities both for class research projects and for individual study. Studio offerings include courses in fundamental principles of design, and more specialized work in different media, including ceramics, painting, photography, printmaking and sculpture. All Art Department courses, as part of the broad liberal arts tradition, foster the development of analytic skills, engagement with ideas, and the exploration of social and personal values.

Students majoring in Art have found their study a desirable background for careers in such fields as college and high school teaching, professional art, 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 recently acquired Mark and Janeth Spokenburgh Collection, housed in the Art Department's gallery storage and research room, includes a wide range of over two hundred works of American, Chinese, Egyptian, European, Indian and Japanese art. Other departmental collections include Japanese prints and American drawings. Together with exhibitions of contemporary art in the department-run Hallie Brown Ford Gallery, these collections, and the recently built traditional Japanese Garden adjacent to the Art Building, offer many opportunities for a variety of practical experiences with different cultural traditions, media, and forms of art.

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 213	Art and Culture of China (Part A, Fine Arts)
Art 214	Art and Culture of Japan (Part A, Fine Arts)
Art 215	Survey of Western Art, Prehistoric Through Gothic (Part A, Fine Arts)
Art 216	Survey of Western Art, Late Gothic to Modern (Part A, Fine Arts)
Art 219	Architecture and Garden Design in East Asia (Part A, Fine Arts)

Requirements for the Major

A student majoring in Art completes a minimum of eight credits in the department. Art majors elect one of three broad areas of concentration within the Art program: Art Studio Emphasis, Art History Emphasis, or Integrated Studio/Art History.

ART STUDIO EMPHASIS

111 Drawing and Composition or 112 Color and Composition or 113 Fundamentals of Design	1
114 Structural Design	1
216 Survey of Western Art: Late Gothic to Modern	1
235 Painting or 236 Contemporary Painting Techniques & Concepts	
131 Etching I or 231 Etching II or 243 Monoprinting or	
242 Woodcuts and Collagraphs	1/2
240 Life Drawing or 241 Figure Drawing	1/2

245 Ceramics I	1/2
250 Sculpture I	1/2
357 Twentieth Century Art	1
Art Studio or Art History Elective*	1
496 Senior Seminar and Thesis	1/2

8

ART HISTORY EMPHASIS

213 Art and Culture of China or 214 Art and Culture of Japan	1
215 Survey of Western Art: Prehistoric through Gothic or	
216 Survey of Western Art: Late Gothic to Modern	1
Four elective credits of which 3 1/2 must be in Art History and 1/2 credit in	
Art History or Art Studio*	4
1 1/2 credits in Art Studio, including at least one credit selected from the	
following: 235 Painting or 236 Contemporary Painting Techniques & Con-	
cepts or 131 Etching I or 242 Woodcuts and Collagraphs	
or 250 Sculpture I or 245 Ceramics I	1 1/2
496 Senior Seminar and Thesis	1/2

8

*111,112, and 113 cannot be used as an elective

*The four elective credits should be chosen with care, in consultation with the Art History faculty, to assure a coherent body of courses. Art History offerings allow for the possibility of a focus in one of three areas: East Asian, Western European, or American (the art of colonial North America and the United States). Consult the Art faculty for sample program outlines for these three areas. Art History students, however, may design their own program, in consultation with the Art Department, drawing upon two or more of the areas of focus. The important thing is to choose courses that make up a coherent program of study in Art History.

Art History students are strongly advised to complete the second year of a foreign language. Further, they are encouraged to work in disciplines related to Art History (e.g., History, Religious Studies, or Literature). Finally, Art History students are encouraged to take advantage of the many opportunities for travel and foreign study offered by Willamette programs in China, France, Germany, Italy, Japan, England, and Spain.

INTEGRATED STUDIO/ART HISTORY

111 Drawing and Composition or 112 Color and Composition or	
113 Fundamentals of Design	1
114 Structural Design	1
213 Art and Culture of China or 214 Art and Culture of Japan	1

215 Survey of Western Art: Prehistoric through Gothic or 216 Survey of Western Art: Late Gothic to Modern	1
1 1/2 additional credits in Art History	1 1/2
2 additional credits in Art Studio, including at least 1 1/2 credits selected from the following:** 235 Painting or 236 Contemporary Painting Techniques and Concepts or 131 Etching I or 242 Woodcuts and Collagraphs or 243 Monoprinting or 250 Sculpture I or 245 Ceramics I	2
496 Senior Seminar and Thesis	1/2
	8

**111,112, and 113 cannot be counted toward the 2 additional credits in Art Studio.

Requirements for the Minor

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

1. Minimum of two introductory art courses chosen from the following:
 - Art 111 Drawing and Composition
 - Art 112 Color and Composition
 - Art 113 Fundamentals of Design
 - Art 114 Structural Design
 - Art 213 Art and Culture of China
 - Art 214 Art and Culture of Japan
 - Art 215 Survey of Western Art: Prehistoric through Gothic
 - Art 216 Survey of Western Art: Late Gothic to Modern
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:
 - Engl 315 The Art and Rhetoric of Film
 - ISA 211 Human Creativity: The Fine Arts
 - ISB 121 Seminar on Women & Art
 - ISB 323 Poet-Painters: Blake and Rossetti
 - ISB 326 Art & Politics
 - ISB 332 Mysticism & Creativity
 - ISB 422 Modern Arts Seminar
 - Musc 112 Music Literature & Practicum
 - Phil 343 Philosophy & The Arts
 - Thtr 110 The Theatre: A Contemporary Introduction
 - Thtr 232 Theatre History II: 1650 to Present
 - Thtr 355 Fundamentals of Scene Design

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 remodeling was done in 1985 and 1991. The building now includes a large art history lecture room; an art history seminar room and adjacent library/study area; studios for ceramics, drawing and design, jewelry, painting, printmaking and sculpture; faculty offices, and a student lounge. The Hallie Brown Ford Gallery and the gallery storage and research room on the fourth floor, and the Japanese Garden adjacent to the building, provide additional facilities for courses and for a variety of department-run public exhibitions and events. 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

Germaine L. Fuller, Assistant Professor, Chair

Robert H. Hess, Professor

James Hicks, Instructor (part-time)

Roger P. Hull, Professor

Mary Ann Johns, Professor

James B. Thompson, Associate Professor

COURSE DESCRIPTIONS

111 Drawing and Composition (1)

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

112 Color and Composition (1)

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*. Thompson

113 Fundamentals of Design (1)

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 (1)

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

131 Etching I (1/2)

Studio demonstrations are given in the use of tools and materials that are required to produce etchings. Black and white printing techniques are introduced with an emphasis on drawing systems and design. Open to beginning printmakers. *Alternate falls*. Thompson

213 Art and Culture of China (1)

An introduction to the arts of China from prehistoric to modern times, this course is also an introduction to Chinese culture as it is reflected in literature, philosophy, religion, and other facets of traditional Chinese civilization. Lectures and class discussion focus on the visual arts: ceramics, ritual bronzes, architecture, sculpture and painting. Selected readings in philosophy and literature explore important underlying concepts of nature, human nature, and the role of art in society, and provide perspectives on the relationship between art and traditional Chinese thought and values. Topics include tomb art and ritual in ancient China, recent archeological finds, Buddhist art, figure painting, and the rise and flowering of landscape painting. *Fall*. Fuller

214 Art and Culture of Japan (1)

An introduction to the arts of Japan, prehistoric to modern, this course is also an introduction to Japanese culture as it is reflected in literature, religion, and other facets of traditional Japanese society. Both the "major" arts of painting, sculpture and architecture and the "minor" arts (ceramics, textiles, lacquer) are studied in the context of the cultural and historical backgrounds to which they are intimately related. Background materials include readings in Japanese literature (in translation) and discussions of the importance of Shinto, Orthodox schools of Buddhism, and Zen in the development of Japanese taste, craftsmanship and style in the arts. *Spring*. Fuller

215 Survey of Western Art: Prehistoric through Gothic (1)

This course is an introduction to art and to the discipline of art history. Approaches to interpretation and methods of formal analysis are explored in relation to the changing function of art in Western civilization, traced from prehistoric times through the cultures of Mesopotamia, Egypt, Classical Greece and Rome, and Medieval Europe (through the Gothic period in France). Lectures and class discussions focus on developing sensitivity to, and understanding of, style and content in major works of painting, sculpture and architecture. These works are considered in relation to their historical and cultural contexts, and as reflections of changing social and spiritual values. *Fall*. Hicks

216 Survey of Western Art: Late Gothic to Modern (1)

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

219 Architecture and Garden Design in East Asia (1)

An introduction to architecture and landscape design as major art forms in China and Japan, this course is art-historical, but also includes hands-on experience in garden design and construction techniques. Major traditional monuments (temples, palaces and domestic structures; imperial and private gardens) are viewed in their historical and cultural context, with particular emphasis on developments in religion (Confucianism, Daoism, Buddhism, Shinto and Zen) and social and political institutions. Course work includes informal lectures, readings and discussion covering both historical monuments and structural and formal design concepts. Practicum projects may focus on a variety of related topics such as city planning, structural design, horticultural traditions, and garden symbolism. *Fall*. Fuller

231 Etching II (1/2)

Studio demonstrations are given in the use of tools and materials needed to produce etchings. Color printing techniques are introduced with an emphasis on modern and contemporary techniques. Prerequisite: Etching I or consent of instructor. *Alternate springs*. Thompson

232 Black and White Photography I (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

233 Black and White Photography II (1/2)

Technical and visual aspects of shooting, developing and printing black and white film will continue to be pursued. Emphasis will be on experimentation with altered images that may occur in both shooting and printing. Infrared and Technical Pan films will be explored. Experimentation with printing techniques will be with contact, photograms, altered images by collage, drawing on negatives, sandwiching negatives and toning. Prerequisite: Black and White Photography I and/or consent of instructor. *Alternate springs*. Johns

235 Painting (1/2)

A series of studio problems using systems of design, composition, and techniques that study past and modern problems in painting. Demonstrations are presented to show the integration of past drawing systems in the making of paintings. Open to beginning students. *Fall*. Thompson

236 Contemporary Painting Techniques and Concepts (1/2)

A series of studio problems using systems of design, composition, and techniques that study current problems in contemporary painting. Open to beginning students. *Spring*. Thompson

238 Mixed-Media (1/2)

A series of studio problems presented to students in such a way as to combine two or more of the following media: collage, painting, printmaking, color theory, relief work, photography and painting in an effort to form images and objects related to current problems in modern and contemporary art. Demonstrations and lectures stress integration of aforementioned media systems.

Spring. Thompson

240 Life Drawing (1/2)

Lectures and creative studio work in drawing from the figure and still life. The figure's role in the 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*. Thompson

241 Figure Drawing (1/2)

Lectures and creative work in drawing from the human figure for beginning students. Various media: charcoal, ink, pastel, oil. Recommended prerequisite: Art 111, 113 or 240. *Spring*. Hess

242 Woodcuts and Collagraphs (1/2)

A series of studio problems introducing students to the materials and tools needed to produce woodcuts and collagraphs printed in both black and white, and color. Demonstrations, assignments, and lectures stress the relief nature of the printing surfaces. Offered to beginning and advanced level printmakers.

Alternate falls. Thompson

243 Monoprinting (1/2)

A series of studio problems introducing students to the materials and tools needed to produce monoprints. Monoprints are images that are not reproduced in an edition and thus are unique prints. Demonstrations are given in black and white and color printing. Stress is placed on integrating drawing and painting ideas in the prints. Offered to beginning and advanced level printmakers.

Alternate springs. Thompson

244 American Art and Culture (1)

The course is a study of the development of art and its changing significance in American culture from colonial times to the mid-20th century. Emphasis is on painting (and to a lesser extent sculpture) as it developed from English colonial roots. Course themes include the effect of artistic domination of England and Europe on the colonial arts, the development of an "American approach" to

creating and appreciating art, and the de-emphasis but gradual acceptance of the arts in practical America as a means to “define” America, to romanticize (or criticize) its expansion, to celebrate its past, or to offer an introspective alternative to public, patriotic reality. *Fall*. Hull

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

246 Ceramics II (1/2)

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

247 Japanese Prints and Impressionism (1/2)

This course examines parallels and connections between the development of popular fiction and woodblock prints in Japan and the “revolution” in nineteenth century French painting. It focuses on the social and aesthetic concerns of the writers and artists of Japanese Ukiyo (the “Floating World”), and of the French Impressionists and Post-impressionists, particularly Degas, Cassatt, Van Gogh and Gauguin. The course also explores the ways in which the “new art” of both Japan and France reflected many issues and problems of the modern world. Lectures and class discussions cover selected examples of prints and paintings, and readings in Japanese fiction (in translation). Second half semester. *Alternate falls*. Fuller

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 organization problems 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. *Alternate springs*. 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. *Periodically*. Hess

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

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. *Periodically*. Hull

336 19th Century European Art (1)

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. *Periodically*. Hull

351 Chinese Painting (1)

This course is an introduction to the history of painting in traditional China, from the classical period through the nineteenth century. Chinese painting evolved from early symbolism into representation, and from naturalistic representation into a means of expressing the essence rather than the superficial external appearance of things. The Chinese preference for suggestion and evocation is related both to technique (ink and brush) and to strong ties between painting, philosophy, and poetry. In this course, lectures and class discussion follow historical developments in technique, subject matter, and other aspects of expression in the works of major artists, considered in their cultural contexts. Topics include figure and animal subjects, Ch'an (Zen) painting and landscape. *Spring*. Fuller

355 Italian Renaissance Art (1)

Painting, sculpture, and architecture of the Italian Renaissance, with emphasis on 15th century Florence. Recommended prerequisite: Art 216. *Alternate falls*. Hull

356 Northern Renaissance and Baroque Art (1)

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

357 Twentieth Century Art (1)

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. *Periodically*. 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*. 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*. Staff

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. Prerequisites: Courses leading to the status of senior art major. *Fall*. Staff

The following courses also may be counted toward an art major:

ISB 121 Seminar on Women and Art (1/2)**ISB 337 Nature in Japanese Art and Literature (1)****ISB 340 Philosophy, Religion and Art in East Asia (1)**

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, the department offers contemporary course work that mirrors the rapid changes in biology and defines the mechanistic forces operating at the cellular and molecular levels of organization. Second, courses in the more traditional sense of biology are offered to give a firm understanding of the phylogenetic affinities, qualitative features and interactions of living things. Third, the historical and ethical dimensions of biology are interwoven in the fabric of all courses to provide 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 biological information to problems they encounter.

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

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

Requirements for the Major:

A Biology major must complete eight credits in Biology to include: Biol 110, 140, 431 (1/2 credit) 499 (1/2 credit) and one credit in each of the following four sub areas:

Zoology [256, 260, 266 or 346]

Botany [242, 252, 257, or 352]

Cellular/Biochemical [230, 233, 446]

Ecology/Field Biology [252, 255, 256, 257, 352, 355].

Senior evaluation includes satisfactory completion of an oral, comprehensive examination. Biol 246 does not apply toward the eight credit requirement, nor can credit be earned in both 260 and 266. In addition, two credits of college chemistry and one additional credit in physical science [Erth 110 or 112, Phys 215 or 236, or any additional chemistry course beyond 115] are required. Those majors planning to apply for admission to graduate or professional schools in the sciences are strongly urged to complete the following courses: Chem 271 and 272, Phys 215 and 236, Math 141.

Requirements for a Minor

The Biology Minor program offers two options. All students are required to take Biol 110 and 140. For the Ecology and Field Biology option, a student must complete Biol 255 and two additional credits distributed so that one course is from each of the following two categories:

Category A [256, 355]

Category B [252, 257, 352]

For the Anatomy and Physiology option, a student must complete Chem 115 and 136 plus three of the following courses distributed so at least one credit each is earned in two of the following categories:

Category A [242]

Category B [260, 266, 346, 446]

Category C: [230, 340]

Faculty

Grant O. Thorsett, Professor, Chair

Donald R. Breakey, Professor

Scott D. Hawke, Professor

Susan R. Kephart, Professor

Sharon L. Rose, Assistant Professor

Elizabeth A. Yocom, Assistant Professor (part-time)

COURSE DESCRIPTIONS

110 Principles of Biology (1)

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.* All Biology faculty

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 (1)

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. Prerequisite: Biol 110. One lab. *Every semester*. Kephart, Rose

230 Microbiology (1)

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 techniques, selected immunological procedures and standard water analysis. Prerequisites: Biol 110 and Chem 115. *Spring*. Rose, Thorsett

233 Genetics (1)

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 (1)

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. Prerequisite: Biol 140. One lab. *Fall*. Kephart

246 Human Anatomy (1)

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

252 Field Botany of Lower Plants (1)

A natural history approach to the study of lower plants. In lecture, field and laboratory setting, the life history, distribution, ecological importance, and the identification and classification of lower plants will be examined. The emphasis will be directed to the natural habitats of fungi, algae, mosses, ferns, and non-

seed producing vascular plants. Prerequisite: Biol 110. Recommended: Biol 140. *Even-numbered springs*. Rose

255 General Ecology (1)

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 (1)

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. *Odd-numbered springs*. Breakey

257 Field Botany 1: Ecology and Diversity of Higher Plants (1)

A natural history approach to the study of plants in the field. Life history, distribution, and ecology of plants in natural habitats. Explores the interrelationships between plant and animal populations in ecological communities and the techniques of collecting and identifying higher plants. Designed for majors and non-majors. Prerequisite: Biol 110. Recommended: Biol 140. *Odd-numbered springs*. Kephart

260 Human Physiology (1)

An introduction to the functional qualities of human body design. Course focuses on body processing, metabolic processes, transport mechanisms, control of body fluids, and reproduction. Prerequisite: Biol 246 or consent of instructor. *Spring*. Hawke

266 General and Comparative Physiology (1)

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 (1)

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. *Odd-numbered falls*. Hawke

346 Comparative Vertebrate Morphology (1)

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 (1)

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. *Even-numbered springs*. Kephart.

355 Marine Ecology (1)

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

376 Evolutionary Biology

Historical review of evolutionary theories, mechanisms of speciation, macroevolution, biogeographic evidences, examples of evolutionary trends of selected groups including a review of evidences currently known to elucidate the evolutionary development of Man. Prerequisite: Three courses in Biology or permission of instructor. *Even-numbered falls*. 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 Biology majors with junior status. *Spring*. All Biology faculty.

433 Molecular Genetics (1)

Basic concepts of molecular genetics. Topics include: DNA structure and replication, protein structure, RNA structure, transcription, translation, genetic code, mutagenesis, control of gene action, recombinant DNA technology. Laboratory will emphasize a variety of techniques such as: DNA purification, protein and DNA electrophoresis, restriction mapping. Prerequisites: Biol 233 and Chem 271. *Spring*. Thorsett.

446 Embryology (1)

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. *Even-numbered springs*. Hawke

490 Independent Study (1/2 or 1)

Individual programs in which a student can study a topic not normally available in the departmental curriculum. Each program of study must have the approval of the Biology 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 (Biol 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.

BUSINESS ECONOMICS

The major in Business Economics at Willamette University has been developed with the Department of Economics to provide an additional opportunity for students who wish to prepare for a career in business. Building upon a solid liberal arts foundation, students in the Business Economics major increase their knowledge of analytical procedures that may be used to improve planning and efficiency, extend their understanding of business and governmental institutions, and enhance their capacity for effective and socially responsible leadership.

Throughout the program, close contact with faculty is encouraged. Students will have opportunities to engage in computer analysis, make written and oral presentations, and undertake internships in business and government. Completion of the University's General Education Program reinforces the solid liberal arts grounding of the Business Economics major. Eight credits in the Economics Department are required, and the positive linkage between Business Economics

and liberal arts is further supported by four credits required from other departments within the College of Liberal Arts. For a complete description of the Business Economics major, please see the listing under the Economics and Business Economics section (see p. 80).

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 schools; 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 not only medically-oriented professions such as medicine, dentistry, veterinary medicine, nursing, clinical chemistry, pharmacology, public health and forensic chemistry, but also secondary school, college and university teaching, research, and development or management careers in industry, government or business. Even more applications of chemistry occur 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:

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

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

Requirements for the Major

Eight credits in chemistry are required for a major. Specific courses required are Introductory Chemistry II, Unified Laboratory I, II, III, and 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 take mathematics through 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, although a laboratory research project is the most common. 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.

Requirements for the Minor

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 Chem 115 and 136, plus three additional credits chosen from one of the following options:

Option A—Chem 271, 272, and 341 or 351.

Option B —Chem 381, 382, and any one-credit chemistry course numbered in the 480s.

The Chemistry Department is housed in the E.S. Collins Science Center. 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, Professor, Chair

Christina P. Brink, Associate Professor

Frances H. Chapple, Professor

Norman J. Hudak, Professor

Deborah A. McCarthy, Visiting Professor

Arthur D. Payton, Research Professor

Todd P. Silverstein, Assistant Professor

COURSE DESCRIPTIONS**110 Chemical Concepts and Applications (1)**

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 and/ or Spring.* Staff

115 Introductory Chemistry I (1)

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 (1)

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 equilibria. Chemical kinetics including mechanisms and catalysis are considered. 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. Prerequisite: Chem 115 or equivalent. One lab. *Spring.* Staff.

230 Environmental Chemistry (1)

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. Prerequisite: Chem 115. One lab or field trip.

Alternate Springs. 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 (1)

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. Prerequisite: Chem 136. One lab. *271 Fall; 272 Spring. Hudak*

341 Instrumental Analysis (1)

Chemical analysis stressing quantitative instrumental techniques. Instrumental methods may include ultraviolet, visible and infrared spectrophotometry; NMR spectroscopy; fluorescence spectroscopy; potentiometry and potentiometric titration; polarography; radiochemical techniques; gas chromatography; high pressure liquid chromatography; special interest topics. Prerequisite: Chem 271. *Fall. Goodney*

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

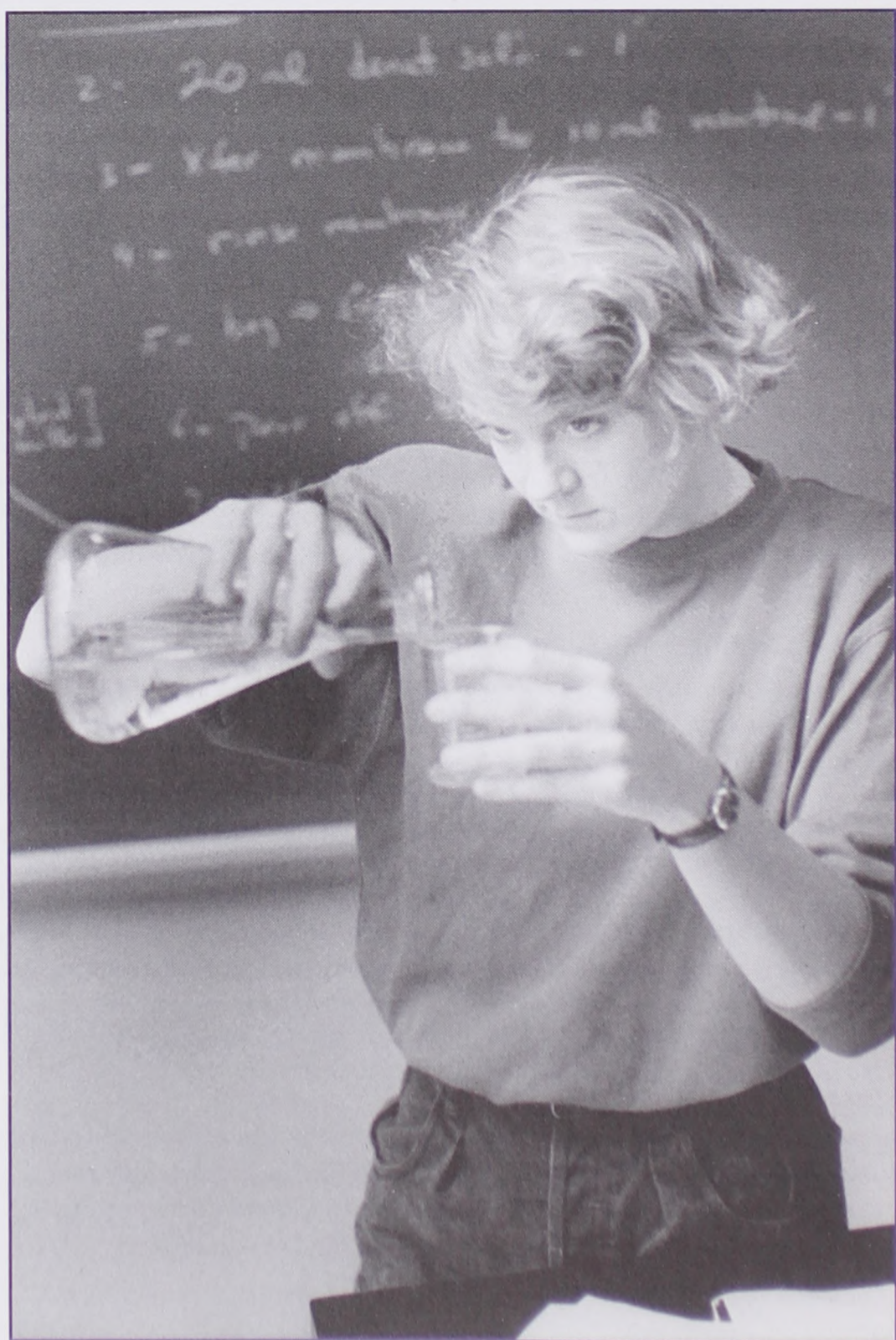
Project-oriented chemistry laboratory. Each project involves a variety of skills, techniques and equipment crossing the traditional lines of organic, inorganic, physical, analytical and biological chemistry. *345 Fall; 346 Spring. Staff*

351 Biochemistry (1)

Biological processes explored on a molecular level: structure and function of proteins and membranes, enzyme catalysis, carbohydrate metabolism, bioenergetics (oxidation and photosynthesis), membrane transport, hormones, neurotransmission and vision. Prerequisite: Chem 272. Recommended: Chem 381, Biol 110. *Fall. Silverstein.*

362 Inorganic Chemistry (1)

Atomic structures; chemical bonding; periodicity and the chemistry of the elements; coordination chemistry; theory, structures and reactions, kinetics and mechanisms, organometallic chemistry; acid-base concepts; special types of



inorganic structures, inorganic nomenclature. Prerequisite: Chem 382. *Spring*. Brink

381 Physical Chemistry I (1)

Mathematical tools. Description of physicochemical systems, first and second laws of thermodynamics. Derivation and use of thermodynamic functions, third law of thermodynamics. Chemical equilibrium. Non-ideal solutions; activities and activity coefficients. Prerequisite: Chem 136 and Math 141. *Fall*. Chapple

382 Physical Chemistry II (1)

Phase diagrams, Phase Rule and colligative properties; Kinetic Theory, Boltzmann Distribution, introductory statistical mechanics; Fundamentals of Quantum and Wave mechanics; applications to translation, rotation, vibration and to the hydrogen atom. Spectroscopy and molecular structure, Chemical kinetics at the practical and theoretical levels. 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, 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, irreducible representations, molecular vibrations, molecular orbital theory, and ligand field theory. Prerequisite: Math 141 and consent of instructor. No lab. *Every semester*. Payton

481 Quantum Chemistry (1)

Quantum mechanics applied to chemical systems including theories of valence, wave mechanics, atomic orbitals, molecular orbitals, diatomic molecules, polyatomic molecules, carbon compounds, and transition metal compounds. Prerequisite: Math 141 and/or 142. No lab. *Fall*. Payton

482 Statistical Mechanics (1)

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. Prerequisite: Math 141 and consent of instructor. No lab. *Spring*. Payton

483 Thermodynamics (1)

Use of exact differentials, line integrals and partial derivatives. Equations of state, internal energy, the first law, Joule and Joule-Kelvin experiments, and 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. Prerequisite: Math 141 and consent of instructor. No lab. *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

Computers enable people to accomplish various tasks more effectively, but more importantly they provide a means to implement algorithms mechanically; this has led to the study of procedural knowledge, and thereby to major advances in many different fields. Computer Science courses introduce the great ideas that underlie modern computing, and prepare students to use computers in other courses and in their careers.

Requirements for the major

The computer science major requires eight credits in computer science and five in mathematics. The computer science courses include CS 231, 232, 341, 496, two courses from CS 348, 443, and 446 and two courses numbered between 440 and 460. The mathematics courses include Math 142 and 263, at least one credit chosen from Math 246, 247, 253, 349, 366, and 466, and two other credits in mathematics courses numbered Math 141 or above.

Requirements for the minor

A minor program in computer science consists of five courses: CS 231, 232, and three courses numbered between CS 341 and 460 (excluding CS 391 and 392.)

Entering students with a score of 5 on the Computer Science "A" Advanced Placement exam are awarded credit for CS 231; students with an "AB" score of 5 are awarded credit for CS 231 and 232. Students with scores of 4 should confer with the Department about possible credit.

Study of computer science can lead to a number of career options. Some graduates accept programming positions; after some experience, they can move

into design work, consulting, systems analysis, management, marketing, or many other career paths. Others take graduate work in computer science. Students adding computer science to majors in social or natural sciences increase their range of skills and therefore enhance their career options.

CS 231 and 232 provide a sound basis for further study of computer science. One or both courses also provide a strong introduction to the field for students who want to develop skill in the use of computers in their own disciplines. CS 341, 348, 443, and 446 form a sound basis for more advanced study.

The University has excellent computing facilities. They include clusters of IBM-compatible and Macintosh microcomputers, and Sun computers. Computer Science students have access to department NeXT computers. All these are attached through an ethernet, and have access to international mail networks. The computer facilities are available to students at almost all hours of the day and night. The Computer Science Department also maintains an electronics laboratory for student use on hardware projects.

Faculty

James R. Levenick, Associate Professor, Chair

J. Michael Dunlap, Professor

George W. Struble, Professor

John Ulrich, Associate Professor

COURSE DESCRIPTIONS

230 Introduction to Programming (1)

This course introduces programming as a tool to solve everyday problems. It also introduces a number of other computer science topics. Students' problem solving abilities are enhanced by the creation of practical computer applications. Specific topics include: problem solving by computer, program structure, and programming language syntax and semantics. Not open to students who have had a college course in computer programming. Does not lead to other computer science courses. *Every semester.* Staff.

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

This course includes a study of: problem-solving principles, computer programming, some of the principles behind programming languages, and the structure of a computer. Prerequisite: Math 141 (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. *Every semester.* Staff

232 Data Structures (1)

Theoretical and practical study of abstract data types including lists, stacks, queues and trees, their implementations in static and dynamic structures, and algorithms that use these data structures. It sharpens and extends the programming skills learned in CS 231. Prerequisite: CS 231. *Every semester.* Staff

293 Individual Study of a Programming Language (1/4)

This course enables students who already know some high-level structured programming language to extend their capabilities in another language. It is self-paced for individual study; a student does not register for the course in advance but gets the materials and does the work on whatever schedule is appropriate; credit is awarded by examination. The course may be offered in different languages; a student may earn credit for at most two offerings for a maximum of 1/2 credit. Prerequisite: CS 232 or equivalent. *On demand.* Struble

341 Computer Organization (1)

Machine organization, digital logic, data representation, machine- and assembly-language programming. Includes laboratory work in digital logic. Prerequisite: CS 232. *Fall.* Dunlap

348 Programming Languages (1)

Introduces a variety of advanced programming concepts: object systems, logic programming, functional programming, nondeterministic search, and continuations. Develops a sequence of consecutively more powerful languages, each defined in terms of the previous language in the sequence. Studies various techniques for defining and extending languages, including preprocessors, interpreters, grammars, and translators. Prerequisite: CS 232. *Every third semester.* Ulrich

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

443 Analysis of Algorithms (1)

This course introduces and studies a number of algorithms, and general ideas such as backtracking, branch-and-bound and dynamic programming that are

used in some powerful algorithms. It also includes study of the efficiency of algorithms and NP-completeness. Prerequisite: CS 232 and Math 263. *Every third semester.* Struble

446 Automata Theory (1)

This is an introduction to formal models of computation. It presents formal languages by their generating grammars and the automata that accept the languages. It includes Turing machines and computability results. Prerequisite: CS 232 and Math 263. *Every third semester.* Struble

448 Machine Learning (1)

A survey of machine learning techniques and philosophical issues concerning artificial intelligence. Learning techniques include: perceptrons, PDP back-propagation, and induction of environmental regularities via Holland's genetic algorithm. Philosophical issues include: "Can a machine be intelligent?" and "How could intelligence in a machine be verified?" Prerequisite: CS 232. *Alternate years.* Levenick.

451 Topics in Computer Science (1)

This course provides the flexibility to offer special topics of interest in computer science. Recent offerings include operating systems, artificial intelligence, database systems, search algorithms, and object-oriented programming. 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

457 Micro-System Interfacing (1)

This course is a joint offering of Physics and Computer Science. The course explores interfacing various types of transducers to micro-computer systems, including laboratory equipment. Topics include review of analog and digital electronics, transducers, software and laboratory safety procedures. The course requires a substantial project which involves interfacing a microcomputer system to experimental apparatus. *Alternate years.* Dunlap, Bigelow

459 Digital Communication Systems (1)

This course examines both wire and non-wire digital communications systems. The course emphasizes the hardware and transport levels of networking rather than a strictly software approach. The course includes computer networks and their protocols, methods of connecting systems, and network communication techniques. Specific topics include network protocol, token ring, Ethernet and Appletalk networks, as well as communications forms such as twisted pair, optic fiber, and non-wire methods. The course includes a required laboratory. Prerequisite: CS 341. *Alternate years.* Dunlap

496 Senior Seminar in Computer Science (1)

Each student undertakes a substantial project that integrates the student's knowledge in computer science and supporting areas. The seminar also meets weekly to discuss methodologies and participate in presentations on computer science areas. Required for majors in Computer Science. This is a year long course, but students may enroll in either spring or fall. Prerequisite: Senior standing. *Every semester.* 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 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:

Erth 110 Physical Geology (Part A, Natural Science)

Erth 112 Physical Geography (Part A, Natural Science)

Requirements for the Minor

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

Erth 110, 230, 350, 360, and either **112** or **332**.

B. Geography Emphasis

Erth 110, 112, 230, 331, and either **332** or **350**.

Faculty

H. Peter Eilers, 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*. Eilers

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: Erth 110. *Alternate years*. 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 are discussed in connection with relevant regions. *Alternate years.* Eilers

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 years.* 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: Erth 110. *Alternate years.* 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.* Eilers

EAST ASIAN STUDIES

The East Asian Studies Program fosters interdisciplinary knowledge and understanding of the rich cultural heritage of China, Japan and Korea. The program emphasizes both the shared culture and traditional connections between these countries, and their diversity. Course offerings cover a broad range of topics in the humanities, including traditional and modern history, art history, philosophy, religion and literature. These courses relate to offerings in many other programs within the University, and particularly to the study of Chinese and Japanese language.

The minor in East Asian Studies focuses on the study of the broad historical and cultural traditions of China and Japan as a foundation for the exploration of more specialized topics both in the humanities and in contemporary areas of social, political and economic development. Sister-University relationships with Tokyo International University, Kawagoe, Japan; Xiamen University, Xiamen,

People's Republic of China; and Kookmin University, Seoul, Korea, provide opportunities for overseas study, and for faculty exchanges which enrich the program offerings. The establishment of a major in East Asian Studies is currently under consideration.

Requirements for the Minor

Hist 334 History of Traditional China

Hist 335 History of Traditional Japan

ISA 212 Introduction to East Asian Civilization

Three additional courses to be selected from the following group (no more than one from each department):

Art 213 Art and Culture of China

Art 214 Art and Culture of Japan

Art 219 Architecture and Garden Design in East Asia

Hist 364 History of Modern China

Hist 365 History of Modern Japan

ISB 337 Nature in Japanese Art and Literature

ISB 340 Philosophy, Religion and Art in East Asia

Japn 314 Japanese Literature in Translation

Rel 235 Religions of the East

NOTE: Where scheduling difficulties resulting from participation in an overseas study program may arise, some course substitutions may be allowed, subject to faculty approval.

Program Faculty

Germaine L. Fuller, Department of Art

Yowko Ichioka-Richardson, Department of Foreign Languages and Literatures

Ron Loftus, Department of Foreign Languages and Literatures

Chung So, Department of Foreign Languages and Literatures

Contributing Faculty from other departments.

ECONOMICS AND BUSINESS ECONOMICS

The objective of economics courses is to help students develop the ability to think clearly about complex economic, political and social issues, and 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:

Econ 119 Principles of Economics (Part A, Social Science)

This course also constitutes the basic introduction to economic analysis and its applications. It is a prerequisite for most other courses in the department.

Requirements for the Majors

Economics Major: Eight credits in the Department are required of Economics majors, including Econ 119, 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 (Math 139 or 141 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 Econ 119, 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 139 or 141, CS 230 or 231, and two courses from the group Envr 220, Envr 320, Soc 335, SpCom 150, SpCom 232, SpCom 242, and SpCom 341. Other courses may be included within this latter group, subject to departmental approval (through the chair).

Requirements for the Minor

A minor in Economics requires Economics 119 and 230, 357 or 358, and two additional courses in Economics, excluding those specifically designated for the Business Economics (BE) area.

A minor in Business Economics is not offered.

Faculty

C. Russell Beaton, Professor, Chair

Kenneth C. Fraundorf, Visiting Assistant Professor

James R. Frew, Associate Professor

Jerry Gray, Assistant Professor

James S. Hanson, Professor

Thomas H. Hibbard, Professor

Sherry Much, Instructor

Donald H. Negri, Assistant Professor

Nancy G. Neslund, Instructor

Cathleen L. Whiting, Assistant Professor

COURSE DESCRIPTIONS

119 Principles of Economics (1)

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 (1)

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. Econ 230 counts for only 1/2 credit if student has completed Math 138, Intr 350, Intr 351 or similar statistics courses. *Every semester.* Gray, Negri

235 Principles of Accounting (BE) (1)

Theory of accounting and procedures as a basis for financial reporting and for the planning and administration of business organizations and public enterprises. *Every semester.* Much

236 Managerial Accounting (BE) (1)

Preparation and analysis of financial statements; the determination of income; the valuation of assets, liabilities and equity; cost budgeting; the impact of taxation 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.* Much

331 Finance and Investments (BE) (1)

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 119. *Every semester.* Beaton, Frew

332 Money and Banking (1)

This course examines the banking system and the relationship between financial intermediaries, the Federal Reserve System, depositor behavior, and monetary policy. Specific topics include the determination and structure of interest rates, banking regulation, money supply creation, and macroeconomic policy. Prerequisite: Econ 119. *Fall.* Whiting

338 Business Law (BE) (1)

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

340 Labor Economics (1)

This course examines competing views concerning the fundamental determinants of labor market outcomes. Both the traditional neoclassical approach and the institutionalist labor market segmentation approach to labor market issues will be developed. Special consideration will be given to topics of poverty, underemployment, and labor market discrimination. Prerequisite: Econ 119. *Alternate years.* Gray

345 Environmental Economics (E) (1)

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 119. *Fall*. Negri, Beaton

346 Regional Economics and the Economy of Oregon (1)

This course will cover regional economic theory, including location theory, interregional 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 119. *Fall*. Beaton

347 Public Finance (1)

The course focuses on government provision of goods and services. Economic analysis is used to explore why governments provide goods and services, how governments select particular projects and programs, and why various taxes, user fees, debt, and inter-governmental transfers are used to finance government expenditures. Offered when the Oregon Legislature is in session, this course draws on current issues and personnel from state government to clarify and illustrate abstract concepts. Prerequisite: Econ 119. *Odd numbered springs*. Hibbard

351 Comparative Economic Systems (E) (1)

This course examines the 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 119. *Spring*. Hibbard

352 The Economics of Developing Countries (E) (1)

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 employment 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 119. *Alternate springs*. Hanson

353 International Economics (E) (1)

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 119.
Every semester. Hanson

356 Managerial Economics (BE) (1)

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. Optimization procedures, including calculus techniques, risk analysis, linear programming, and present value analysis will be applied to problems involving demand, production, cost and pricing. Techniques of demand estimation also will be developed. Prerequisite: Econ 119 and 230, Math 139 or 141. *Every semester.* Whiting

357 Intermediate Microeconomics (E) (1)

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 119 and 230, Math 139 or 141. *Fall.* Beaton, Fraundorf, Hibbard

358 Intermediate Macroeconomics (E) (1)

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 119 and 230, Math 139 or 141. *Spring.* Fraundorf, Hanson

394-395 Major Program Internship (1 or 2)

Supervised interns apply and extend principles developed in the Economics and Business Economics majors in public and private sector placements. Students accepted for this course will normally have second semester junior or senior standing, and will have completed most of the courses required for one of the two majors offered by the Economics Department. Interns work 10-12 hours a week at the internship site, complete an analytical paper based on a project under the guidance of the instructor and the off-campus internship supervisor, and attend periodic class meetings with other interns. Two credits are granted only in exceptional circumstances. Prerequisite: Consent of the instructor.
Every semester. Beaton, Frew, Hanson, Hibbard

430 Economic Forecasting (1)

This course will provide instruction in the development and application of various forecasting procedures used in economics and business. Such tech-

niques 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 119 and 230, Math 139 or 141. *Fall*. Frew

448 History of Economic Thought (E) (1)

This course will trace the development of economic thought from the decline of feudalism to the present, investigating Classical, Marxist, Neoclassical, Keynesian, and Modern Marxist and Neoclassical theories. The goal will be to understand the various theories as well as the historical context in which they became important. Prerequisite: Econ 119. *Alternate years*. Beaton

451 Economic Simulation (1/2) (1)

This course provides students with a hands-on understanding of economic analysis and business management through business simulation models. Students in this course will manage a business in a computer simulated industry. Participation in the course requires that students put into practice the tools of economic analysis they have acquired in other courses. Prerequisites: Econ 119, 230, and 356 or 357. *Spring*. Negri

452 Introduction to Econometrics (1/2)

This course is an extension of the introductory statistics course and deals primarily with curvilinear simple regression and both linear and curvilinear multiple regression, as well as various methods of projecting trends. Prerequisite: Econ 230 or another statistics course. *Spring*. Negri

458 Mathematical Economics (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 119, 230, and 356 or 357. *Alternate years*. Beaton

459 Business, Government and Society (BE) (1)

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 119, 230, and 356 or 357. *Every semester*. Gray, Hanson, Whiting

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) (1)

This senior seminar for the Economics major 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. Other course activities include student-led discussions and presentations. Prerequisites: Econ 119, 230, 357 and 358. *Every semester.* Hanson, Hibbard, Negri, Whiting

497 Energy Economics (1/2)

This 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 119. *Alternate springs.* Beaton

499 Management Strategies and Policies (BE) (1)

This senior seminar for Business Economics majors 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. Prerequisites: Econ 119, 230, 235, 356 and 459. *Every semester.* Frew, Gray

EDUCATION

Education courses have the primary purpose of furnishing a sound professional preparation for elementary, middle, and secondary school teachers. They also satisfy all the academic requirements for the standard 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 elementary, middle, and secondary school teachers. Students may prepare to teach in the following areas: art, biology, chemistry, drama, elementary English, French, German, Russian, Japanese, health, integrated science, mathematics, music,

physical education, physics, reading, Spanish, speech, and social studies. The Willamette program of teacher education is organized around a fifth year concept. This ten-month (mid-August through mid-June) fifth year program culminates with a Master of Arts in Teaching degree (M.A.T.) Students spend the entire fifth year taking education courses and complete a full semester of student teaching.

Undergraduate courses and internships are available to help students decide whether teaching is a viable option in terms of their personal career decisions. General education and major work should be in an academic area closely related to one's intended teaching field. Admission to the program requires completion of a basic skills test and a subject matter test in the areas in which one desires to teach. Please contact the Education Department for the correct title of the applicable examination. These tests are normally completed during spring of the junior year and, at the latest, by November of the senior year. Students in some subject areas may be required to take additional skill-related tests and coursework.

Courses in mathematics, English, speech, and computer science are strongly recommended and may be required if particular deficiencies are noted. A minimum grade point average of 3.0 is required for admission to the program.

Students interested in elementary education are urged to contact the education department during their freshman year. All interested students should make personal contact with departmental faculty to arrange for entrance testing and admission procedures. Each student is responsible for satisfaction of all requirements. State certification requirements are subject to change. Detailed current information may be obtained from the Education Department.

Program for undergraduates

Prospective teachers major in one or more academic areas; there is no major in education. Students may take the following undergraduate courses to see if education is a desirable career choice. None of these are required for admission to the M.A.T. program.

Educ 205 Introduction to Teaching (1/2)

Educ 335 School, Teacher and Student (1/2)

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

Educ 490 Research and Independent Study (1/2-1)

The following courses are highly recommended for future elementary certification students:

Educ 350 Foundations of Reading (1/2)

Educ 450 Management of Reading Systems (1/4)

Educ 451 Administration of Reading Programs (1/4)

Educ 452 Diagnosis and Correction of Reading Difficulties (1/2)

Educ 490 Independent Study: (1/2-1)

The department also recommends that all future elementary and secondary teachers take Psych 110 Introduction to Psychology and Speech 150 Public Speaking. Secondary teachers should take Psych 352 Adolescent Psychology and elementary teachers should take Psych 330 Developmental Psychology. Students interested in Elementary Education are urged to check with the Education Department upon enrollment at Willamette.

Program for graduates

Students report for their first class two weeks before Labor Day. The first week of classes is intended to prepare M.A.T. students for their introduction to the public school setting. The second week coincides with the public school teacher inservice week, and all M.A.T. students are assigned to a local school. The full week is spent at that school with a late afternoon class at Willamette once during the week.

Beginning with the day after Labor Day, M.A.T. students are in the public school setting for two and one-half days and at Willamette the remaining two and one-half days attending graduate level courses. This schedule continues until the first of December when the M.A.T. students begin their Leadership Module. During this time, each student will explore a specific leadership topic and meet with current leaders in his/her area of interest.

The full time student teaching experience begins the second week in January and is completed on the last day the public school is in session, generally during the second week of June. It is a *very* intense program which prepares students for not only classroom teaching, but to take a leadership role in education.

Faculty

John Tenny, Associate Professor, Chair

Richard Biffle, Assistant Professor

Rosalyn Edelson, Associate Professor

Rose Mary Gray, Assistant Professor

Karen Hamlin, Assistant Professor

Theodore Y. Ozawa, Associate Professor

Maimu Truit, Assistant Professor

Part-time methods staff from local schools

Alan K. Ball, Instructor

Judith L. Daugherty, Instructor

Stephen L. DeHaas, Instructor

Vernadene Harvey-Andersen, Instructor

Louise Brantley, Instructor

Steve Chambers, Instructor

Full time faculty from other departments who teach methods courses in Education include:

Cheryl Brown, Assistant Professor, Physical Education

Wallace Long, Associate Professor, Music

Richard Stewart, Professor, Music

COURSE DESCRIPTIONS

106 College Learning Skills (1/4)

This course is not one of the professional teacher preparation courses. This class is open to all students and deals with helping individual students to advance their knowledge and skills in the following areas: aggressive 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. Includes involvement in the public school classroom. Evaluation made by student, peers, and faculty on the student's potential as a teacher. Second semester freshmen, sophomores, or juniors are encouraged to schedule this course. Not open to first semester freshmen. *Every semester.* Hamlin, Ozawa

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. *Every semester.* Gray

350 Foundations of Reading (1/2)

A study of the process of developmental reading, appropriate methods of instruction, critical selection of materials, and usable management systems and techniques. Prerequisite: Educ 205 or consent of instructor. *Every semester.* Tenny

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

Open to sophomores and above. This internship is to be utilized to provide in-the-classroom experiences for students who desire additional practicum time (6-8 hr/wk) beyond what is experienced in Educ 205. Prerequisite: Educ 205. *Every semester.* Ozawa

450 Management of Reading Systems (1/4)

A study of management of reading systems, including assessment organization, space and time management, and recordkeeping. The systems include Basal Readers, Language Experience, Individualized Instruction, and the Eclectic Approach. Prerequisite: Educ 205 and 350, or consent of instructor. *Spring.* Tenny

451 Administration of Reading Programs (1/4)

A study in the implementation and administration of reading programs for all students as well as those needing special assistance. Emphasis is given to procedures required by state and federal funded programs. Prerequisite: Educ 205 and 350 or consent of instructor. *Spring*. Tenny

452 Diagnosis and Correction of Reading Difficulties (1/2)

A study of the diagnosis and correction of reading difficulties. Course includes topics applicable to both the reading specialist and the classroom teacher. A practicum competency is included. Prerequisite: Educ 205 and 350. *Fall*. Tenny

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. *Every semester*.

THE FOLLOWING COURSES ARE FOR MASTER OF ARTS (M.A.T.) CANDIDATES ONLY**505 Clinical Experiences (1/4)**

A study of teaching through field studies and simulations. Introduction to lesson design, instructional materials and professional ethics. Evaluation of the student's potential for success as a teacher made by the student, peers, cooperating teachers, and faculty. *Fall*. Staff

520 Educational Technology (1/4)

A course in instructional technology and its use in classrooms and schools. Attention to the use of the computer in planning, teaching, record keeping, and the development and/or evaluation of appropriate software. *Fall*. Tenny

522 Measurement and Evaluation in Education (1/2)

This course presents the knowledge and skills required to design effective methods for assessing student knowledge and the effects of instruction. Techniques of test development, alternative strategies for student assessment, and appropriate use of findings in guiding instruction will be presented. *Fall*. Truit, Hamlin

530 Methods and Research in Art Education (1/2)

District, unit, daily goal development based upon research within art education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Every semester*. Staff

531 Methods and Research in English Education (1/2)

District, unit, daily goal development based upon research within English education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Every semester*. Ball

532 Methods and Research in Foreign Language Education (1/2)

District, unit, daily goal development based upon research within foreign language education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Every semester.* Staff

533 Methods and Research in Mathematics Education (1/2)

District, unit, daily goal development based upon research within mathematics education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Every semester.* Staff

534 Methods and Materials in Health Education (1/4)

Methods and materials for developing behavior changes in health for individuals and groups. Methods and materials section, the use of analysis, investigating techniques, and development of materials pertaining to health education and/or promotion. *Fall.* Staff

535 Methods and Research in Science Education (1/2)

District, unit, daily goal development based upon research within science education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Every semester.* Staff

536 Methods and Research in Social Studies Education (1/2)

District, unit, daily goal development based upon research within social studies education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Every semester.* Staff

537A (1/2) and 537B (1/4) Methods and Research in Elementary Education

District, unit, daily goal development based upon research in elementary education. Special emphasis upon instructional materials, activities, physical space constraints, and evaluative techniques. *Fall.* Staff

538 Public School Music Methods: Elementary (1/2)

Principles, procedures, and objectives in school music on the elementary level, both vocal and classroom instruments. Learning processes, maturation, and materials are considered in adapting music study to the student. Class procedures; ensembles, programming, and performance; general administration of a music program. Directed observation of public school music practice. *Fall.* Staff

539 Public School Music Methods: Secondary (1/2)

Principles, procedures, and objectives in school music on the secondary level, both vocal and instrumental. Learning processes, maturation, and materials are considered in adapting music study to the student. Class procedures; ensembles, programming, and performance; general administration of a music program. Directed observation of public school music practice. *Fall.* Staff

540 Physical Education Teaching: Techniques/Methods (K-6) (1/4)

Description and critique of teaching methods and teacher evaluation procedures for Physical Education. Lecture, laboratory, and field experience. *Fall*. Staff

541 Physical Education Teaching: Techniques/Methods (7-12) (1/4)

Description and critique of teaching methods and teacher evaluation procedures for Physical Education. Lecture, laboratory, and field experience. *Fall*. Staff

542 Methods and Materials for the Public School Stage (1/4)

This course will examine specific physical approaches to stage adaptation, set design, lighting and sound resources, construction methods and safety considerations for student workers in the diverse environments of school theatre. *Fall*. Staff

543 The Student Actor and the Student Play (1/4)

This course will examine specific approaches to acting for the public school student, with particular attention to maturation of personality as well as limitations of vocal and physical development. It will also include an examination of play selection criteria in terms of actor development, staging analysis and audience acceptance. *Fall*. Staff

545 Educational Psychology (1/2)

Theories and methodology as they relate to human development, skill acquisition, motivation, and achievement. Impact of emotional, social, physical climate upon behavior. *Fall*. Edelson

546 Special Populations (1/4)

Understanding the gifted, disabled, and other special populations. Focus on mainstreaming into the public school classroom. Principles of educational equity related to social, linguistic, and gender differences. Focus on legal rights of students. *Fall*. Edelson

547 Multicultural Education (1/4)

Focus on understanding of minorities in American public schools. Legal rights of minorities and adaptive teaching techniques will be emphasized. Understanding bi-lingual and migrant education programs as well as new immigrant programs is included in the coursework. *Fall*. Ozawa

555 Planning and Implementation (1/2)

Long and short term unit development. Emphasis on lesson plan development, instructional material selection, appropriate teaching techniques, critical thinking, problem solving skills, and time management. Lesson adaptation for special populations. *Fall*. Truit, Hamlin

556 Classroom Management (1/2)

Classroom management techniques including the use of paraprofessionals. While some specific discipline plans are included, the emphasis is upon 15 models of teaching including ITIP. Understanding the use of data in the assessment and modification of instruction. Importance of working with parents. *Fall*. Biffle, Hamlin

557 Issues Seminar (1/4)

Contemporary issues in education; e.g., governance, finance, equal opportunity, legalities, struggle for excellence, values, management — all analyzed within historical, sociological, and political influences. *Every semester*. Gray

558 Applied Research (1/2)

Study of research on effective schools and effective teachers along with techniques of applying research in the classroom. *Spring*. Truit

559 Leadership in Education (1/2)

A series of field-based modules designed to involve the student in the broad scope of public education. Individually tailored, this course may include extended visits and internships with small rural schools, metropolitan high schools, and Education Service Districts; alliances with school administrators, counselors, specialists, and members of the social services system. Directed studies of legislative committees, commissions, and professional associations. *Fall*. Biffle, Gray

590 Thesis/Project (1/4-1)

This course is intended only for the qualified advanced student with a solid preparation in theory and methods of education who wishes to do intensive field research or independent study in area not covered by the present departmental course offerings. *Spring*. Staff

595 Supervised Internship (3.0)

Maximum of 18 weeks of classroom observation and teaching under the guidance of experienced teachers and supervisors. Work samples and unit preparation required. *Spring*. Staff

ENGLISH

The English Department offers language and literature studies on several levels: it assists students to satisfy the graduation requirement of English proficiency and the general education literature requirement; it provides more advanced courses in expository and imaginative writing; it provides varied experiences in the careful reading of literary texts.

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

Engl 216 Topics in American Literature (Part A, Literature)

Engl 217 Topics in British Literature (Part A, Literature)

Engl 218 Topics in World Literature (Part A, Literature)

Engl 219 The Forms of Literature: The Art of Reading Poetry, Drama, Fiction

(Part A, Literature)

Engl 315 The Art and Rhetoric of Film (Part A, Fine Arts)

Requirements for the Major

Engl 245 The Study of Literature

One Shakespeare course:

Engl 341 Shakespeare: The Comedies or

Engl 342 Shakespeare: The Tragedies

Senior Evaluation:

ISA 497 Humanities Seminar or

Engl 490 Independent Study

Three English courses numbered 300 or above

Two additional credits in English

The advisor and the student will develop together a major program that ensures the study of a wide variety of literary texts and varied literary strategies.

Individual research is encouraged through Reading and Conference (Engl 390, 391) and, for students with excellent academic records in their English studies, Independent Study (Engl 490). Senior evaluation for the English major will usually consist of a senior thesis developed from a Humanities Senior Seminar. Some advanced students may produce the senior thesis or a directed creative project in Independent Study (Engl 490).

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 courses from the following related fields: theatre, music, religion, philosophy, art history, history and interdisciplinary arts courses.

Requirements for the Minor

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

A. Literature Option: Engl 245; and any four credits chosen from English Literature courses numbered 300 or above.

B. Writing Option: One English course which meets the Part A Literature requirement (Engl 216, 217, 218, 219); and any four credits chosen from English

Writing courses numbered 160 or above (including Engl 250, 251, 390, 391 and 490).

Faculty

Carol S. Long, Professor, Chair

Adele L. Birnbaum, Professor

Virginia E. Bothun, Associate Professor

Gerard F. Bowers, Professor

Wilbur S. Braden, Professor

Julie Ann Carson, Professor

Richard D. Lord, Professor

Frann Michel, Assistant Professor

Kenneth S. Nolley, Professor

Michael H. Strelow, Associate Professor

Richard A. Sutliff, Professor

Linda O. Bowers, Assistant Professor (part-time)

Jane Babson, Assistant Professor (part-time)

Linda D. Tross, Assistant Professor (part-time)

COURSE DESCRIPTIONS

009 The Craft of Writing I (E.S.L. Section) (1)

A special section for non-native speakers of English. To be taken before English 130. *Fall*. Staff

130 The Craft of Writing II (1)

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

160 College Writing: An Honors Course (1)

Expository writing with emphasis on developing skills in rhetorical modes most often encountered by serious writers. Open to those freshmen who enter the University having satisfied the English Proficiency Requirement or who pass the proficiency challenge exam during registration. Prerequisite: English Proficiency. *Fall*. Staff

216 Topics in American Literature (1)

A study of topics in American Literature ranging over the history of American letters. Topics may be organized around a major author, an idea, a genre, a major work, a literary movement, or a critical approach. Topics, texts and

emphases will vary according to the instructor. Prerequisite: English Proficiency or consent of instructor. *Every semester.* Staff

217 Topics in British Literature (1)

A study of topics in significant texts from British literature. This course will acquaint students with various modes, genres, and appropriate critical approaches. Topics, texts, and emphases will vary according to the instructor. Prerequisite: English Proficiency or consent of instructor. *Every semester.* Staff

218 Topics in World Literature (1)

A study of topics in significant texts in world literature. Topics may be organized around a major author, an idea, a genre, a major work, a literary movement, or a critical approach. Topics, texts and emphases will vary according to the instructor. Prerequisite: English Proficiency or consent of instructor. *Every year.* Staff

219 The Forms of Literature: The Art of Reading Poetry, Drama, Fiction (1)

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 or consent of instructor. *Every semester.* Staff

233 Investigative Writing (1/2)

An intermediate level course which will focus on investigative writing for a general audience. Through writing and reading we will look at investigative strategies, concept of audience, techniques for meeting and presenting controversy, forms for the article-length essay. Prerequisite: English Proficiency. *Fall.* Long

234 Writing the Personal Essay (1/2)

An intermediate level course which will focus on the writing of the personal essay of autobiography, reflection, or response. Classic to modern authors—e.g., Emerson, Ruskin, Walker, White—might serve as models. Through writing and reading we will look at questions of audience, tone, voice, and form which are important to the personal essay. Prerequisite: English Proficiency. *Spring.* Birnbaum, Long

236 Research and Writing (1/2)

A writing course focusing on the documented paper. Examination and application of research strategies and standard forms of documentation. Study and application of appropriate forms of organization and expression. Three or four documented papers. Prerequisite: English Proficiency. *Every year.* Long

237 Writing and Science (1/2)

Research and writing on contemporary issues in science and medicine. Questions of audience, definition and authority will be addressed. The works of contemporary writers (e.g. Stephen Jay Gould, Rachel Carson, Richard Selzer, Lewis Thomas) will serve as models. Prerequisite: English Proficiency. *Every year.* Long

245 The Study of Literature (1)

Introduction to the study of literature, with emphasis on the poem, elements of prosody, forms of verse, figurative language, evaluating poetry, writing about literature. Designed as the initial course in English literature for the English major. Prerequisite: English Proficiency or consent of instructor. *Each semester.* 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. *First-half semester spring.* Nolley, Birnbaum

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. *Second-half semester spring.* Birnbaum, Carson, Nolley

315 The Art and Rhetoric of Film (1)

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. *Every year.* Nolley

330 Advanced Writing (1)

An advanced expository writing course with emphases on the forms and approaches of technical writing and on stylistic analysis. Prerequisite: English Proficiency and junior or senior standing. *Spring.* Bothun

331 Imaginative Writing I (1)

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: English Proficiency and consent of instructor. *Fall.* Visiting writer

332 Imaginative Writing II (1)

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: English Proficiency and consent of instructor. *Spring*. Bowers, Strelow, Tross

333 Film Genre and Authorship (1)

A study of the relationship between the unique visions of individual filmmakers 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. Prerequisite: English Proficiency. *Every year*. Nolley

338 Literature and Sexuality (1)

Study of literary representations of sexuality, gender, the body, desire. Analysis of normative literary constructions of sexuality and subversions of norms. Texts will vary, but will be drawn primarily from British and American literature. Prerequisite: English Proficiency and Part A Literature course. *Alternate years*. Michel

341 Shakespeare: The Comedies (1)

A study of Shakespeare's comic drama—the farces, romantic comedies, comic histories, problem comedies and romances—giving particular attention to the evolution of Shakespeare's comic vision. Prerequisite: English Proficiency. *Fall*. Braden

342 Shakespeare: The Tragedies (1)

A detailed study of Shakespeare's tragic drama, illustrating his development from the early plays of the genre into the mature craftsmanship of his later period. Prerequisite: English Proficiency. *Spring*. Lord

344 Milton (1)

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. *Alternate years*. Lord

352 Theories of Criticism (1)

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 sharpen reading awareness through the study of critical theories as they relate to works of literature. Prerequisite: English Proficiency. *Alternate years*. Bowers, Sutliff

353 Northwest Literature (1)

Northwest fiction, poetry, and non-fiction forms such as essays, biography and critical writing from the turn of the century to the present. Includes work as diverse as the Northwest songs of Woody Guthrie to the historical romances of Eva Emory Dye. Prerequisite: English Proficiency. *Alternate years*. Strelow

354 The Novel (1)

A close reading of several novels with emphasis on the characteristics of this genre; a study of the novel as an expression of the cultural, political and economic background. The emphasis will alternate among the novels of a variety of cultural traditions. Prerequisite: English Proficiency. *Alternate years.* Long, Sutliff

355 Feminist Literary Theory (1)

Approaches to literature from a variety of feminist perspectives. Consideration of the impact of feminist thought on literary study, and analysis of feminist innovations, revisions, and critiques of critical methods and literary theories. Applications of feminist theories to works of literature. Prerequisites: English Proficiency and English 245 or a Part A Literature course and consent of instructor. *Alternate years.* Michel

357 Ethnicity and Race in American Literature (1)

Exploration of traditions in America's multicultural literatures, literary representations of relations between and within different ethnic and racial groups. Texts and emphases will vary. Prerequisite: English Proficiency and a Part A Literature course. *Alternate years.* Michel

360 Studies in Dramatic Literature (1)

Introduction to the varieties of dramatic literature, emphasizing such types as the morality play, comedy of manners, tragedy, melodrama, and other conventional forms of theatre. Themes and readings will vary (according to the instructor.) Prerequisites: English Proficiency and Part A Literature course. *Spring.* Braden

361 Studies in Lyric Poetry (1)

The critical study of significant achievements in lyric poetry, with special emphasis on its forms and purposes. Readings, drawn primarily from British and American literature, will vary according to the instructor. Prerequisites: English Proficiency and a Part A Literature course. *Spring.* Bowers, Braden, Lord

362 Studies in Narrative Poetry (1)

A study of the narrative forms of non-dramatic poetry, such as the epic, ballad and metrical romance and the oral tradition from which such poems arise. Emphasis is placed on the epic as it embodies the ideals of a particular culture. Readings, drawn from different cultures, will vary according to the instructor. Prerequisites: English Proficiency and a part A Literature course. *Fall.* Birnbaum, Lord

363 Studies in Fiction (1)

A critical study of the major forms of prose fiction, with special emphasis on the novel and short story in both traditional and experimental modes. Readings will

be chosen primarily from British and American literature but may also include works from other literatures. Specific texts and themes in the course will vary with the instructor. Prerequisites: English Proficiency and a Part A Literature course. *Fall*. Staff

370 Dante and the Literary Tradition (1)

A close reading of *The Divine Comedy* and Dante's spiritual biography, *The New Life*; a study of Dante's place in the western literary tradition. Prerequisites: English Proficiency and a Part A Literature course. *Alternate years*. Birnbaum

371 Classical Literature (1)

Representative works of Greek and Latin literature in translation, with emphasis on the major genres of epic and drama as they appear at the dawn of the western tradition. Prerequisites: English Proficiency and a Part A Literature course. *Alternate fall semesters*. Lord

372 Modernism in Britain and America (1)

A study of the emergence of Modernism as a literary doctrine. Through a selection of works from various movements (e.g. Impressionism, Imagism, Vorticism,) modernist concepts of image, symbol and expression will be traced. Authors such as Eliot, Pound, HD, Joyce, Woolf, and Faulkner will be studied in relation to the movement. Prerequisites: English Proficiency and a Part A Literature course. *Fall*. Long

373 Contemporary Literature (1)

A study of contemporary works (works from the last two decades) where students and faculty will read together in order to evaluate and interpret new forms in light of a variety of critical theories. Prerequisites: English Proficiency and a Part A Literature course. *Alternate spring semesters*. Bowers, Long

374 Regional Literature (1)

Regional literature will include a variety of works of prose, poetry, and drama that represent a specific region. The course will examine the connections between literature and the specific culture of place as reflected in a variety of texts. Prerequisites: English Proficiency Requirement and a Part A Literature course. *Alternate fall semesters*. Birnbaum, Long, Strelow

390 and 391 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. Prerequisites: Consent of instructor and English Proficiency. *On demand*. Staff

394 Major Internship I (1)

See page 39.

490 Independent Study (1)

Intensive study of a selected area. By permission of the department. 3.5 G.P.A. in major required. *On demand.* Staff

The following courses also may be counted toward an English major:

ISB 323 Poet-Painters: Blake and Rossetti

ISB 332 Mysticism and Creativity

ENVIRONMENTAL SCIENCE

The Environmental Science program seeks to encourage students to develop an appreciation of the importance to life and society of: the natural and humanized 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 systems, and 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 impact assessment), and in public interest work. It is useful preparation, especially in combination with a second major, for possible careers in teaching, journalism, politics, 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 326 Environmental History (Part B)

Envr 496 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.)

Requirements for the Major

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) introduction to environmental problems, their basic causes and solutions (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 Seminar in Environmental Science (Envr 496).

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

The Environmental Science major must take a minimum of fourteen 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 119** Principles of Economics
- Poli 110** American Politics
- Soc 213** Environment and Society
- Envr 220** Environmental Systems Under Stress
- Envr 320** Environmental Ethics (Junior year)
- Envr 496** Senior Seminar in Environmental Science

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 Envr 494 for one of those courses as described below.

Environmental Science Elective:

- Envr 494** Internship (Sr year)

Natural Science Electives:

- Biol 255** General Ecology
- Chem 230** Environmental Chemistry
- Erth 350** Environmental Geology

Social Science Electives:

- Envr 326** Environmental History
 - Econ 345** Environmental Economics
 - Poli 331** State and Urban Politics
 - Poli 366** Political Economy
 - Soc 330** World Population Problems
-

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

Peter Eilers, Professor, Geography and Environmental Science

David Goodney, Professor, Chemistry

Carol Ireson, Associate Professor, Sociology

Robert Dash, Associate Professor, Political Science

COURSE DESCRIPTIONS

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

220 Environmental Systems Under Stress (1)

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 faculty, discussions, films, reading, projects. *Fall*. Eilers

320 Environmental Ethics (1)

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 interpretations of history; evaluation of the idea of progress as the ruling philosophy of history of the modern West; the sociocultural 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

326 Environmental History (1)

This course is designed as a chronological survey of human-nature interrelationships in Western traditions. Following an introductory unit on biomes and the origins of human culture and civilization, human impacts on nature (and vice versa) in the Mediterranean basin will be traced from Mesopotamia and Egypt to Greece and Rome. A unit on Western Europe focuses on deforestation, development of the agrarian landscape, and European colonization after the 15th C. The focus of the course then shifts to the ecological history of Europeans in North America in lecture and the intellectual history of ecological ideas since the eighteenth century in discussion. The course involves lectures, weekly discussions, and research papers or presentations. Recommended prerequisites: Biol 110 and Hist 115 or 116 or the equivalent. *Fall*. LaFreniere

494 Environmental Science Internship (1)

Student participation off campus with an agency, group or individual working on some aspect of the 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 (1)

Individually or in small groups, students design and conduct a research project which 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:

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

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

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

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

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

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

Russ 314 Introduction to Russian Literature (Part A, Literature)

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

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

Span 413 Spanish American Literature: Modernismo: Early 20th Century (Part A, Literature)

Major degree programs are offered in French, German, and Spanish.

Interdisciplinary major degree programs are also offered in International Studies for foreign language students desiring an area emphasis. Language 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, three credits in Literature and a Senior Year Experience. 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, Japanese, Russian and Spanish. For further information, contact individual language areas. Elementary and intermediate Chinese and Greek are offered, too.

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, Spain, Japan, East Asia, the U.S.S.R. and a post-session program 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.

Foreign language students enjoy the use of the University's 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

Ronald P. Loftus, Associate Professor, Chair

Paule G. Drayton, Professor

Ludwig M. Fischer, Associate Professor

Christine A. Gentzkow, Assistant Professor

Francoise A. Goeury-Richardson, Associate Professor

Lane C. McGaughy, George H. Atkinson Professor of Religious and Ethical Studies

John F. Uggan, Associate Professor

Magda Schay, Assistant Professor (part-time)

Yowko Ichioka-Richardson, Assistant Professor

Chung So, Assistant Professor

COURSE DESCRIPTIONS

Chinese

131 & 132 Elementary Chinese I & II (1)

Introduction to the fundamentals of spoken and written modern Mandarin 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*; 132, *Spring*. So

231-232 Intermediate Chinese I & II (1)

Continued emphasis on speaking and listening with an increasing emphasis on reading and writing. Classroom time will be spent on oral-aural drills, dialogues, reading aloud, listening comprehension and the production and recognition of Chinese written characters. Students will be required to do tapework and written assignments outside of the class as well as in-class presentations in Chinese. Prerequisite: Chnse 131 and 132 or consent of instructor. 231, *Fall*; 232, *Spring*. So

331-332 Third Year Chinese I and II (1)

Continued acquisition of skills in spoken and written Mandarin Chinese. Students will be exposed to an additional 600 characters and their combinations. Correct usage of vocabulary and sentence patterns will be emphasized. Reading material with relevance to Chinese history and culture will be read in the original and discussed in Chinese. Students will also write and make speeches

which are to be taped and evaluated. Advanced placement is available for students trained elsewhere. Prerequisite: Chnse 231 and 232. *Every year.* So

French

131 & 132 Elementary French I & II (1)

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

231 & 232 Intermediate French I & II (1)

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 AP score. 231, *Fall*; 232, *Spring*. Drayton, Goeury-Richardson

314 Introduction to French Literature (1)

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: Fren 331. *Alternate springs*. Drayton

331 French Composition and Discussion (1)

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 (1)

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, Goeury-Richardson

333 History of French Civilization (1)

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

335 French Conversation (1)

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*. Goeury-Richardson

430 Introduction to French Thought (1)

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

431 Phonetics (1)

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*. Goeury-Richardson

432 Introduction to French Linguistics (1)

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*. Goeury-Richardson

433 19th Century French Literature (1)

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 (1)

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 (1)

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. Prerequisites: Fren 331; Junior standing and G.P.A. of 3.00 or better. *On demand*. Drayton, Goeury-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. *On demand.* Drayton, Goeury-Richardson

German**131 & 132 Elementary German I & II (1)**

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 (1)

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 (1)

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.* Gentzkow

331 German Composition and Discussion (1)

Reading and discussion in German on a variety of 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 proficiency requirement in German or consent of the instructor. *Alternate years.* Gentzkow

332 Advanced German Composition (1)

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 (1)

In examining contemporary German culture since 1945, this course will concentrate on trends, movements, forces, and attitudes that shape life within the three German speaking countries. Prerequisite: Germ 331 or equivalent. *Alternate years.* Fischer

430 History of German Thought (1)

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 proficiency requirement in German. *Alternate years.* Fischer

431 From the Enlightenment to Romanticism (1)

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 Lessing, Goethe, Schiller, Kleist, Novalis, Heine, Buchner, and their contemporaries. Prerequisite: Germ 331 or consent of instructor. *Alternate years.* Fischer

432 Realism and Naturalism (1)

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. *Alternate years.* Gentzkow

433 Modern Literature (1)

Representative novels and short stories of such writers as Thomas Mann, Hesse, Rilke, Brecht. Prerequisite: Germ 331. *Alternate years.* Fischer

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

496 Senior Seminar (1)

The seminar will focus on one major author and his works. (Goethe, Rilke, Nietzsche, Mann, etc.) Students are expected to write a research paper and present it to the class at the end of the semester. Prerequisite: Senior standing in German. Gentzkow, Fischer

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 relationship between literature and 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

Greek

131 & 132 Elementary Hellenistic Greek I & II (1)

Introduction to the morphology and syntax of Hellenistic Greek, based on a selection of texts from the New Testament and related literature. *Alternate years.* McGaughy

231 & 232 Intermediate Hellenistic Greek I & II (1)

Reading and translation of selected Greek texts from the Hellenistic period. Prerequisite: Greek 131 & 132 or an equivalent introductory course. *Alternate years.* McGaughy.

Japanese

131 & 132 Elementary Japanese I & II (1)

Introduction to the fundamental structure of Japanese. Classroom instruction will consist of intensive aural-oral drills as well as reading and writing based on assigned texts. Approximately 100 kanji in addition to hiragana and katakana will be introduced. There will be periodic quizzes, a mid-term and the final. 131, *Fall*; 132, *Spring*. Loftus, Ichioka-Richardson

231 & 232 Intermediate Japanese I & II (1)

Improvement on the basic skills acquired in Elementary Japanese. Three hundred new kanji will be introduced. The emphasis is primarily on speaking, but reading and writing will also be included. 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, Ichioka-Richardson

314 Japanese Literature in Translation (1)

The course examines selected works in novels, essays, drama, and poetry from the classical and modern periods. Emphasis will be on 19th and 20th century novels, novellas, and short stories. The works are viewed in their historical context so that the unique aspects of Japanese literature can be appreciated. *Fall*. Loftus

331 & 332 Third Year Japanese I & II (1)

Third Year Japanese I begins with a comprehensive pattern review with an emphasis on speaking. Chinese characters are learned, approximately twenty per week, and tested regularly. In Third Year Japanese II, more attention will be given to reading. Students will be expected to read materials in Japanese and discuss them in class in Japanese. Students should be able to read and recognize approximately nine hundred Chinese characters by the end of the year. 331, *Fall*; 332, *Spring*. Loftus, Ichioka-Richardson

430 Readings in Japanese Literature and Culture (1)

Selected readings, some annotated, others requiring dictionary skills, drawn from a variety of literary and other sources according to the needs and abilities of the students. Class sessions will be conducted in Japanese and students will be quizzed on kanji as well as structure and content. Prerequisite: 332 or equivalent. *Fall*. Loftus, Staff

431 Seminar in Japanese Language (1)

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 equivalent. *Spring*. Loftus, Staff

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 college Japanese and/or studied Japanese in Japan. Prerequisite: Consent of instructor.. *On demand*. Loftus, Ichioka-Richardson

Russian**131 & 132 Elementary Russian I & II (1)**

Basic skills: comprehension, speaking, reading, and writing; laboratory work. 131, *Fall*; 132, *Spring*. Schay

231 & 232 Intermediate Russian I & II (1)

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 AP scores. 231, *Fall*; 232, *Spring*. Schay

314 Introduction to Russian Literature (1)

Readings and discussion in Russian of a variety of texts of various genres from the main writers of the 19th and 20th centuries. Introduction to methods of literary analysis and vocabulary. *Fall*. Schay

331 Russian Composition and Discussion (1)

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. Conducted in Russian. Prerequisite: Completion of language proficiency or consent of instructor. *Fall*. U.S.S.R. visiting professor

333 Russian Civilization and Culture (1)

Studies in geography, history, economics and the chronological development of culture and ideas. Class discussions. Oral and written reports in Russian.

Prerequisite: Russ 331 or consent of instructor. *Spring*. Schay

490 Reading and Conference (1/2 or 1)

To enable students who have a sound grasp of Russian grammar and some experience in literary analysis to develop better reading skills and to expand their knowledge of Russian literature. *On request*. Schay

Spanish**131 & 132 Elementary Spanish I & II (1)**

Basic skills: comprehension, speaking, reading and writing. Laboratory work. 131, *Fall*; 132, *Spring*. Staff

231 & 232 Intermediate Spanish I & II (1)

Continued development of basic skills with classroom and laboratory exercises. Readings in Spanish, including in the second semester selections in the students' special fields of interest. Prerequisite: Elementary Spanish or two years of high school Spanish or equivalent with satisfactory AP scores. 231, *Fall*; 232, *Spring*. Uggén, Staff

314 Introduction to Spanish Literature (1)

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*. Staff

331 Spanish Composition and Discussion (1)

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 language proficiency or consent of instructor. *Fall*. Staff

333 Hispanic Civilization (1)

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*. Uggén

351 Literary Movements of the 19th Century (1)

Study of the major literary movements of 19th century Spain, including Romanticism, Realism and Naturalism. Close textual analysis of representative au-



thors, with emphasis on the writings of Lara, Espronceda, Duque de Rivas, Bequer, Pereda, Galdos, Valera and Pardo Bazan. Prerequisite: Span 331 or consent of instructor. *Alternate springs*. Staff

413 Spanish American Literature: Modernismo: Early 20th Century (1)

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*. Uggen, Staff

430 History of Hispanic Thought (1)

Writings dealing with the Spanish mind, its influence on Latin America and the relationship of both to the United States. Representatives from art history, mysticism, philosophy, politics, sociology, and psychology. Conducted in Spanish. Written and oral exams. Prerequisite: Span 331 or consent of instructor. *Alternate years*. Uggen

431 Contemporary Novel and Short Story (1)

A study of representative prose fiction writers of Latin America, including Gallegos, Alegria, Garcia Marquez, Carpentier, Asturias, 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 (1)

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*. Staff

434 Literature of the Golden Age (1)

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*. Staff

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, G.P.A. of 3.0 or better, consent of instructor. *On demand*. Uggen

497 Research and Discussion of Selected Topics in Spanish American Literature (1)

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

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 interrelatedness 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:

Hist 115 Western Civilization to 1715 (Part A, Humanities)

Hist 116 Western Civilization, 17th Century to the Present (Part A, Humanities)

Hist 210 Topics in United States History: Early Period (Part A, Humanities)

Hist 211 Topics in United States History: Later Period (Part A, Humanities)

Hist 432 Henry Adams and Historical Consciousness (Part B)

Hist 433 Expatriates and the National Experience (Part B)

Requirements for the Major

The history major must complete eight credits in history. The major must include Hist 115 and Hist 116, two courses in U.S. History, and Hist 499 or a Humanities Senior Seminar. All majors must successfully complete a senior paper which consists of either an extensive research project on a historical topic or a critical analytical essay on historical writing; this is accomplished through Hist 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).

Requirements for the Minor

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: Hist 115 or 116 and Hist 210 or 211.

II. Three additional credits to be selected from the option chosen.

A. European History: Hist 232, 336, 345-347, 349-352, 354, 356-359, 396, 490, 499.

B. American History: Hist 332, 337, 340, 341, 354, 432, 433, 499.

Faculty

Robert Lucas, Professor, Chair

Ellen Eisenberg, Assistant Professor

William E. Duvall, Professor

Ronald P. Loftus, Associate Professor

George S. McCowen, Jr., Professor,

William Smaldone, Assistant Professor

COURSE DESCRIPTIONS

115 Western Civilization to 1715 (1)

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. Duvall, Lucas, Smaldone

116 Western Civilization, 17th Century to the Present (1)

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. Duvall, Lucas, Smaldone

210 Topics in United States History: Early Period (1)

Development of American political institutions and the impact of major issues on American society and culture from the Revolutionary era through the Civil War. McCowen

211 Topics in United States History: Later Period (1)

Developments of the modern American state and the impacts of major issues on American society and culture from the Civil War through World War II. Eisenberg

330 Survey of African History (1)

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. Staff

331 Afro-American History (1)

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 Movements, and Black contributions to American cultural, intellectual, and artistic life. Eisenberg

332 Latin America From Independence to Recent Times (1)

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. Smaldone

333 Middle East in Modern Times (1)

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. Staff

334 History of Traditional China (1)

A survey of the history of the oldest civilization that has continued down to our time. This course explains the "dynastic cycle," or the rise and fall of dynasties; humanistic developments, such as values, philosophy, and religion (ancestor worship, Taoism, Confucianism, Chan or Zen, etc.) and their relation to material life; as well as political and social institutions, and the Chinese life style. Moreover, China's long lead in science and technology (paper, the compass, gunpowder, ceramics, medicine, etc.), as well as its supposed stagnation in modern times, is explored in relation to its economy and politics. Finally, China's defense problems against, and relations with and influence on neighboring peoples—including the Japanese—will be considered. Staff

335 History of Traditional Japan (1)

A basic survey of Japanese civilization down to the 17th century. Broad socio-economic, technological, political, institutional, and cultural developments focusing on analysis of the ancient clan state and Shintoism, the importation of Chinese civilization and the impact of Chinese civilization and the impact of Buddhism, the flowering of a distinctly Japanese culture in the Heian period, the rise of the samurai in the countryside and the development of Japanese feudalism, and late feudal absolutism, as well as Japan's relations with other cultures, including the first contact with the west in the 16th century. Staff

336 History of Modern Spain (1)

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. Staff

337 American Colonial History (1)

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. McCowen

338 Capitalism as a World System, 1500-Present (1)

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. Duvall

340 United States History Since World War II (1)

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, the Vietnam involvement, and the Ford, Carter, and Reagan Eras. Staff

341 Foundations of American Thought (1)

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.

McCowen

342 Colonial Latin America (1)

In this course we will study the history of Latin America from the pre-colonial period to independence. We will focus our examination of this history on the development of Latin America's economy, culture, and political life. Special attention will be given to the encounter between the Spanish conquistadores and the Indians, as well as to the background to Independence. Jopp

345 European Intellectual History of the 17th and 18th Centuries (1)

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. Duvall

346 European Intellectual History of the 19th and 20th Centuries (1)

Major trends in European thought during the 19th and 20th Centuries. Romanticism, Liberalism, Socialism, Marxism, Relativism, Freudianism, Existentialism, Modernism, and Post-Modernism. Duvall

347 History of Modern Socialism (1)

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. Duvall

349 History of Modern England (1)

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. McCowen

350 History of Modern France (1)

From the revolution of 1789 to the present, considering the revolutionary tradition and its impact, and the difficulties of France culturally, socially, and economically in making the adjustment to the 20th century. Duvall

351 Germany from Bismarck to Hitler (1)

The uniqueness of German civilization and Nazi Germany, the unification movement, the Hohenzollern Empire, the Weimar Republic, and the Third Reich. Smaldone

352 History of Modern Russia (1)

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, and the evolution of the Communist Party. Smaldone

354 History of World War II (1)

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. Staff

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. 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. 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. Lucas

359 The Renaissance and Reformation. Western Europe between 1300 and 1648. 359A The Renaissance; 359B The Reformation (1/2 cr. each)

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. Lucas

364 History of Modern China (1)

The course examines the process of transformation from the process of transformation from the imperial to modern China. A brief survey of the traditional 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. Historical events will be observed from the points of view of China, Japan, and the West, particularly the United States. Prerequisite: Consent of instructor. Loftus

365 History of Modern Japan (1)

This course examines the history of modern Japan from the late Tokugawa period (1800) through the Meiji Restoration (1868) and Japan's first industrial revolution, the rise of militarism and the road to Pearl Harbor, and Japan's remarkable growth and development in the postwar era. The emphasis will be on coming to terms with the nature and process of change in Japan's modern historical experience. Loftus

396 Seminar in Historiography and Philosophy of History (1)

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. Duvall

430 Topics in Twentieth Century Chinese/Japanese History (1)

A special topics course to be offered when circumstances warrant focusing on a particular problem or issue in either modern Chinese or Japanese history in accordance with the faculty member's special interest and area of expertise. Topics such as A Comparative Study of Japanese and Chinese modernization, the problem of pre-war Japanese fascism, the Cultural Revolution, and post-Mao China. Prerequisite: Hist 361 or Hist 362 or consent of instructor. Staff

432 Henry Adams and Historical Consciousness (1/2)

A reading colloquium of selections from Adams's writings examined in the light of his changing understanding of history. Through the study of Adams and his efforts to understand the past, students will be challenged to examine the significance of historical consciousness in the contemporary world. Prerequisite: Hist 341 or consent of instructor. McCowen

433 Expatriates and the National Experience (1/2)

A reading colloquium based on selected writings of leading American expatriates, such as Henry James, T.S. Eliot, Gertrude Stein, and James Baldwin, 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. McCowen

490 Readings in Modern European History (1)

Intensive individual reading in the field of Modern European History, offering interested students the opportunity to probe beyond the advanced survey level of Hist 345 and 346. Duvall

491 Independent Study in American History (1/2 or 1)

Directed reading and/or research in some aspect of American history for advanced students. Open only to juniors or seniors who have completed two credits in American history. Staff

499 Senior Tutorial (1)

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. 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 a fine 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 Western Art, Late Gothic to Modern (Part A, Fine Arts)

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 112 History of Christianity (Part A, Humanities)

Rel 113 Introduction to Old Testament Studies (Part A, Humanities)

Rel 114 Introduction to New Testament Studies (Part A, Literature)

Requirements for the Major

The Major in Humanities consists of the following:

Art 216 Survey of Western Art, Late Gothic to Modern and a choice of one advanced course in art history (2 cr).

Engl 245 The Study of Literature and a choice of one advanced course in literature (2 cr).

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 (3 cr).

Phil 110 Philosophical Problems and a choice of one advanced course in philosophy (2 cr).

Rel 112 History of Christianity and **Rel 113** Introduction to Old Testament Studies or one other course in religion (2 cr).

Three additional credits in one of the following areas: Art History, English, History, Music History and Literature, ISA, Philosophy, Religion and Theatre History and Literature (3 cr).

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 (1 cr).

For course descriptions see appropriate departmental statements.

Faculty

Co-directors:

William E. Duvall, Department of History

Roger P. Hull, Department of Art

Lane C. McGaughy, Department of Religion

Contributing Faculty from the Humanities, Literature and Fine Arts areas.

INTEGRATIVE STUDIES AREA

The Integrative Studies Area provides a curricular home for courses which move beyond the barriers of traditional disciplines. Courses in the Integrative Studies Area include freshman seminars, some senior seminars, courses taken on foreign study programs, and a variety of interdisciplinary programs in American Studies and Religious Studies (see their individual program descriptions for details). Also two of the three internship opportunities—insight internships and professional internships—are listed under the Integrative Studies Area designation.

Courses in this area are listed under two different prefixes—ISA and ISB. The ISA designation is given to standard courses which in some way extend beyond the limits of standard disciplinary inquiry, either in content or in method, including courses taken on foreign study programs and many internships.

The ISB designation is reserved for courses which satisfy the Part B graduation requirement. These courses require students to apply aspects of several disciplines to historical and contemporary issues. This multi-perspective thinking prepares students to solve problems on the job and in other settings.

Faculty

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.

Coordinator

Ken Nolley, Associate Dean of the College of Liberal Arts.

COURSE DESCRIPTIONS

ISA 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. New student status recommended. *Fall*. Staff

ISA 210 Great Ideas of the Western World (1)

An interdisciplinary 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. *Spring*. Humanities Staff

ISA 211 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 relations 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 of class for the involvement of the student as a listener to certain performances selected by the instructors. *Spring*. Fine Arts Staff

ISA 212 Introduction to East Asian Civilization (1)

An introduction to the rich and ancient cultures of China, Japan and Korea, with emphasis on comparisons and contrasts which illuminate both the common cultural heritage of East Asia and the diversity within it. Topics include language, philosophy and religion (Confucianism, Taoism, Shinto and Buddhism), social and political institutions, and developments in technology, literature and art. This course also explores broader questions about human values and cultural assumptions by providing historical and cultural perspectives on Western encounters with East Asia, and on the problems of modernization and Westernization in China and Japan. *Fall*. Fuller, Loftus

ISA 231 Origins of Western Rhetoric (1)

This course explores the origins of rhetoric in ancient Greece. It includes field trips to museums and key historical/cultural sites to complement lectures and readings in ancient Greek culture, history, and rhetoric. This exposure to the cultural and geographical milieu of the classical Greek tradition will enhance understanding of the Greek rhetorical tradition particularly exemplified by Demosthenes, Aristotle, and Plato. The course will be taught in Greece. Prerequisite: Either SpCom 150, SpCom 231, Hist 356, or instructor's consent. *Post-session*. Clark, Collins

ISA 237 Field Studies in Ecuador: A Perspective on Latin America (1)

A post-session field studies course centered in Ecuador at several geographical locations and focusing on topics related to the natural sciences, language and culture, the arts, sociology, and political science. Emphasis will be on an historical and modern approach to study of the interrelationships among indigenous and Spanish-speaking groups, the interaction between culture and environment, and the tremendous biological and geological diversity in Ecuador. It will also explore the impact of development, economics and land reform on the environment and its people. *Post-session*. Staff

ISA 300 Faculty/Student Reading Group (1/4)

A faculty student reading group organized by collaborative teaching/learning principles. Students and faculty work together to select the course materials supporting a general theme. Staff

ISA 342 Topics in Feminist Analysis (1)

This course provides an opportunity for qualified students to examine, from an interdisciplinary perspective, a particular topic in feminist analysis. Seminar topics and staff will change from year to year. Closed to freshmen. Prerequisite: One previous course focusing on feminist scholarship or instructor's permission. *Spring*. Staff

ISA 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 ISA 351. *First half semester fall.* Staff

ISA 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. *Second half semester fall.* Staff

ISA 496 Seminar in American Studies (1)

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

ISA 497 Humanities Senior Seminar (1)

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. Taught by faculty in humanities and literature subject fields and designed to provide seniors 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

ISB 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. *First half-semester fall.* Johns

ISB 123 World Views: The Making of the Modern World (1)

A seminar-centered course designed to explore the constitution of a world view and its relationship to the modern world. Interdisciplinary in focus, emphasizing critical discussion and critical writing, the course will draw upon the varying approaches to inquiry within the University. The course will provide an understanding of the sources of contemporary modes of thought, the ways we develop a concept of ourselves. Required of all entering freshmen. *Fall.* Staff

ISB 223 Introduction to Global Perspectives (1)

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*. International Studies Staff

ISB 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, 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*. Thorsett

ISB 245 Feminism, Gender, and Society

This interdisciplinary course will explore the ways that gender inequality structures aspects of personal lives and social institutions. We will examine a variety of feminist perspectives on work, family, sexuality, and culture, and will consider the role of class, race, and ethnicity in feminist thought. Emphases will vary with instructor. Michel, Markowitz

ISB 318 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 semesters*. Kephart

ISB 319 Mass Media and Society (1)

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. Staff

ISB 320 Personal Health (1)

A course using a concept/value approach to a variety of factors influencing one's emotional and physical health. Students will explore the areas of emotional health, personal fitness, human sexuality, age, death and dying, nutrition and interpersonal relationships. Closed to freshman. Staff

ISB 321 Ethics in the American Tradition (1)

The aim of this interdisciplinary course is to address the institutional structures which define American society and shape our ability to make responsible ethical decisions. The course will begin with an analysis of current American values, broadly defined, and will conclude with a study of the major ethical systems which are attempting to respond, through these issues, to the decisions which confront us in the modern world. Several case studies will be conducted to test the implications of these ethical systems and the options they pose for corporate ethics. Prerequisite: Junior or Senior standing or consent of instructor. Beaton, Hudson, McGaughy

ISB 322 Environment and Behavior (1)

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. *Alternate fall semesters.* Closed to freshmen. Devery

ISB 323 Poet-Painters: Blake and Rossetti (1)

The interdisciplinary study of achievements by Blake and Rossetti in the twin realms of poetry and painting, with special attention to the relative advantages of their chosen mediums. Bowers

ISB 324 Women in International Development (1)

The course explores social, cultural, political, economic, and religious factors which affect women's involvement in development. Feminist and development theories provide the framework for understanding case studies, literary works and comparative research documenting third world women's lives in change. Prerequisite: Junior or Senior standing or consent of the instructor. Ireson and Bald

ISB 325 Science and Society (1)

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. Prerequisites: One laboratory science and completion of English proficiency requirement. *Alternate fall semesters.* Staff

ISB 326 Art and Politics (1)

How and to what extent do the values arising from a society's social and political structure (including stratification by class, race and gender) affect the sort of art produced, our responses to it and our theories about it? Can (and should) the arts be used as an instrument for political change? The class will explore these and related questions through: 1) an overview of theories proposed by artists and others; 2) a history of 20th century cultural movements designed to uncover and exploit the political bases of the arts; 3) an in-depth discussion of a variety of particular works of art and art criticism; and 4) an analysis of the relevance of politics to such issues as the distinction between "fine" and popular art, the aesthetic merit of particular works of art and the point of art in general. Closed to freshmen. *Alternate fall semesters.* Harris, Markowitz

ISB 327 Language and the American Tradition (1)

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 ideologies concealed within languages. As a result, power, rather than argument or persuasion, has become the normal means for achieving national and personal ends. This seminar addresses, through selected case studies, the relationship of language and power in the American tradition, and their impact on politics and ethics. Closed to freshmen. *Alternate years.* Collins, L. McGaughy, Nolley

ISB 328 Seminar in Textual Interpretation (1)

This course will directly address the problems of reading, interpreting, and discerning the meanings of a written text. Central questions for the course are: What is a text? What does it mean to read and decipher a text? How does one question a text? And how does a text instruct a reader as to how to read? In considering these questions, students will be asked to reflect on several schools of or approaches to textual criticism, on the differences between a textually oriented culture and oral culture, and on the consequences of contemporary electronic technology for textuality. Closed to freshmen. *Alternate spring semesters.* Staff

ISB 329 Mythology and Symbolism (1)

This seminar explores how symbols found in myths, legends, rituals, and dreams relate to key developmental transitions in the human life cycle: birth, puberty, young adulthood, mid-life, and death. Symbolic expression is examined at both a cultural level (i.e., a comparative study of contemporary symbolism in Anglo, Native American, and Eastern cultures) and at an individual level

(i.e., one's own creative symbolism, especially in dreams). A major focus will be on how knowledge gleaned through these modes of inquiry can enhance the ability to make decisions that affect one's own and others' personal development. Prerequisite: English Proficiency Requirement. *Alternate fall semesters.* Fischer, Youngren

ISB 330 Religion and Science (1)

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.* McGaughey

ISB 331 Liberation Theology and Social Change (1)

A survey of third-world (particularly Latin American) liberation theology and its potential and actual impact on movements for human freedom in the North American context (e.g., those working on Black, Hispanic, and Native American issues, feminism, gay liberation, and economic justice). *Alternate spring semesters.* Wallace

ISB 332 Mysticism and Creativity (1)

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. *Spring.* Bowers

ISB 337 Nature in Japanese Art and Literature

This course explores the rich imagery of nature and of the human relation to the natural environment in Japanese literature, especially poetry, and the visual arts. Informal lectures, readings and class discussions cover such topics as geographical place, seasonal change, plant symbolism and landscape; the development of formal expression (style) in both written and visual arts; and related concepts of nature, art and human creativity. The course structure emphasizes two central issues: connections between art and literature, and human values underlying the Japanese vision of nature. Course work includes papers, exams, and projects which may focus either on specific art forms (such as haiku and haiku painting) or on concepts related to environmental issues. *Fall.* Fuller

ISB 339 Mozart's Vienna (1)

The course compares the arts, especially drama, literature and music in Vienna from 1781-1791, the period of Mozart's residency there. The course will also examine the effects of the intellectual, political and social environment on the arts and the influences that artists, writers and composers exerted on that environment. *Fall of 1991 only.* McIntosh and Braden

ISB 340 Philosophy, Religion and Art in East Asia (1)

This course examines the most important and enduring philosophical and religious traditions of East Asian civilization. Interdisciplinary in approach, the

course emphasizes both the historical development of ideas and their expression in the visual arts. Course materials include selected primary texts (in translation), and works of painting, sculpture and architecture. These materials provide a basis for the comparison of Chinese and Japanese concepts of morality, spirituality and nature. Topics covered in lectures and class discussions include Confucian thought, philosophical and popular Taoism, Shinto, orthodox schools of Buddhism, Ch'an and Zen. *Alternate springs*. Fuller

ISB 372 Intercultural/Interpersonal Communication (1)

Study of the process of communication across cultural boundaries. From a foundation in interpersonal contexts, the course will examine communication barriers within and between various cultures. *Spring*. Clark

ISB 420 The Bible in the American Tradition (1)

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*. McGaughey

ISB 421 Studies in Florence (1)

A post-session seminar in Florence, city of fundamental importance in the history of great art and literature. On-site, interdisciplinary discussion of art and writing by Florentines or by foreigners in Italy about Florence. Offered every third year, May-June post-session (four weeks). Prerequisite: one university level credit in art history or literature. Open to freshmen. *Post-session*. Birnbaum, Hull

ISB 422 Modern Arts Seminar (1)

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 fall semesters*. Bowers, Hull

ISB 423 Literature of Natural Science (1)

A study of scientific communication through reading classic texts in the sciences. Authors such as Galileo, Newton, Darwin and Einstein will be analyzed for both scientific content and literary merit. Prerequisites: Junior/Senior standing, completion of Part A Literature and Natural Science requirement. Goodney and Long

ISB 429 Seminar: The Idea of Progress (1)

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 value issues of concern to our society, including the environmental crisis and the meaning of progress within the physical and social environments. The origins and history of the idea of progress are carefully treated. Prerequisites: Consent of instructors. *Fall*.

Beaton, LaFreniere

ISB 499 Seminar in International Studies (1)

Interdisciplinary examination of international issues with emphasis on global interdependence. Prerequisites: senior standing, completion of Pol. 232, Erth 230 and Econ 353. *Spring*. Staff

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 re-

quired 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

Christine A. Gentzkow, Assistant Professor, German, Director

Suresht R. Bald, Professor, Political Science

James B. Bjorkquist, Associate Professor, Sociology

Robert C. Dash, Associate Professor, Political Science

Paule G. Drayton, Professor, French

William E. Duvall, Professor, History

H. Peter Eilers, Professor, Earth Science

Ludwig M. Fischer, Associate Professor, German

Germaine L. Fuller, Assistant Professor, Art

Francoise A. Goeury-Richardson, Associate Professor, French

James S. Hanson, Professor, Economics

Stephen C. Hey, Associate Professor, Sociology

Thomas H. Hibbard, Professor, Economics

Ronald P. Loftus, Associate Professor, Japanese and History

Kenneth S. Nolley, Professor, English

Magda Schay, Assistant Professor, Russian

Ted Shay, Professor, Political Science

John F. Uggen, Associate Professor, Spanish

Requirements for the Major

Majors are required to take the following five CORE COURSES:

Poli 232 Introduction to International Politics (Prerequisite: One Survey course,

Poli 111-114 which satisfies Social Science Part A Requirement)

Erth 230 World Geography

Econ 353 International Economics (Prerequisite: **Econ 119**, Principles of Economics)

ISB 499 Seminar in International Studies (Satisfies Part B Requirement)
Interdisciplinary examination of international issues with emphasis on global interdependence. Prerequisites: senior standing, completion of **Poli 232** Introduction to International Politics, **Erth 230** World Geography and **Econ 353** International Economics.

Majors are required to take three courses from the appropriate regional focus and within their regional focus, each major is to take four credits from a cultural emphasis.

The WESTERN EUROPE regional focus requires:

Hist 116 Western Civilization, 17th Century to the Present (Satisfies Humanities Part A Requirement)

Poli 231 Western European Political Systems

Econ 351 Comparative Economic Systems

The WESTERN EUROPE focus has three possible cultural emphases:

Britain

Engl 217 Topics in British Literature (Satisfies Literature Part A Requirement)

Engl 250 Introduction to Structural and Transformational Grammar (1/2 cr.)

Engl 251 History of the English Language (1/2 cr.)

Engl 372 Modernism in Britain and America

Hist 349 History of Modern England or **Hist 353** 20th Century Europe

France

Fren 331 French Composition and Discussion

Fren 333 History of French Civilization

Fren 430 Introduction to French Thought

Hist 350 History of Modern France or **Hist 353** 20th Century Europe

Germany

Germ 331 German Composition and Discussion

Germ 333 Contemporary German Culture

Germ 430 History of German Thought

Hist 351 Germany From Bismark to Hitler or **Hist 353** 20th Century Europe

The EASTERN EUROPE regional focus and cultural emphasis courses are:

Hist 116 Western Civilization, 17th Century to the Present (Satisfies Humanities Part A Requirement)

Econ 351 Comparative Economic Systems

Poli 342 Communist Political Systems and for cultural emphasis

Russ 331 Russian Composition and Discussion

Russ 333 Russian Civilization and Culture

Hist 352 History of Modern Russia or **Hist 353** 20th Century Europe

The HISPANIC regional focus and cultural emphasis courses are:

- Hist 116** Western Civilization, 17th Century to the Present (Satisfies Humanities Part A Requirement)
Poli 347 Political Systems of Developing Countries (Satisfies Part B Requirement) or
Poli 338 Latin American Political Systems
Econ 352 The Economics of Developing Countries and for cultural emphasis
Span 331 Spanish Composition and Discussion
Span 333 Hispanic Civilization
Span 430 History of Hispanic Thought
Hist 332 Latin America from Independence to Recent Times or **Hist 336**
History of Modern Spain

The EAST ASIA regional focus and cultural emphasis courses are:

- Poli 340** Asia and the International System
Poli 347 Political Systems of Developing Countries (Satisfies Part B Requirement) or
Poli 342 Communist Political Systems
Econ 351 Comparative Economic Systems or **Econ 352** The Economics of
Developing Countries
For cultural emphasis:
Chin 331 or 332 Third Year Chinese or **Japn 331 or 332** Third Year
Japanese I
Japn 314 Japanese Literature in Translation (Satisfies Literature Part A
Requirement)
Hist 364 History of Modern China or **Hist 365** History of Modern Japan
and one of the following four courses
Art 214 Art and Culture of Japan (Satisfies Fine Arts Part A Requirement)
ISB 340 Philosophy, Religion and Art in East Asia (Satisfies Part B Require-
ment)
Rel 235 Religions of the East
ISA 212 Introduction of East Asian Civilization

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.

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, such as Computer Science, Economics or the natural sciences, those who wish to minor in Mathematics, and those who wish to major in Mathematics.

Mathematics majors choose careers in education, industry, business, banking, and insurance, serving 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.

Requirements for the Major

A Mathematics major requires eight credits in mathematics courses numbered 200 or above, and these must include the following:

- (a) 246 (1/2 credit);
- (b) 247 (1/2 credit);
- (c) 253;
- (d) at least four credits from courses numbered 300 or above;
- (e) at least one of the year (2 credits) sequences 446-447*, 456-457, 466-467*, or 476-477*; and
- (f) 499 (1/2 credit).

In addition, the course CS 231, Introduction to Computer Science, is required.

*As of this writing, the * marked 400 level year sequences have not been submitted for approval. The department offers the sequence 456-457 during the academic year 91-92, and plans to schedule others beginning the year 92-93.

Requirements for the Minor

A minor in Mathematics requires five approved courses in mathematics numbered 140 or above and the aforementioned CS 231.

Faculty

Junpei Sekino, Associate Professor, Chair

Richard Samuel Hall, Jr., Professor

Richard Iltis, Professor

Mark R. Janeba, Assistant Professor

Stephen K. Prothero, Associate Professor

Frank Zizza, Assistant Professor

COURSE DESCRIPTIONS

130 Techniques of Mathematics (1)

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: Elementary Algebra, Applied Geometry, Computer Literacy, Practical Statistics. *Every semester.* Staff

135 Elementary Functions (1)

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.* Staff

138 Elementary Statistics (1)

Methods of describing and analyzing data; the application of statistics to examples drawn from the behavioral and natural sciences. *Spring.* Staff

139 Elements of Calculus (1)

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. *Every semester.* Staff

141-142 Analytic Geometry and Calculus I & II (1 each)

(141 counts for only 1/2 credit if student has completed Math 139) Analytic geometry in rectangular and polar coordinates; differential and integral calculus of a single variable; applications. Prerequisite: Math 135 or consent of instructor. *Every semester.* Staff

246 Logic & Proof in Mathematics (1/2)

An introduction to logic and proof in mathematics including such topics as propositional logic, quantificational logic and proof methods with applications chosen from set theory, number theory and the theory of functions. Prerequisite: Math 142. *Every semester.* Staff

247 Sequences & Series (1/2)

Description of sequences; convergence of sequences, numerical and power series; representation of functions by Taylor series; power series operations. Prerequisite: Math 142. *Every semester.* Staff

249 Vector Calculus (1)

Three dimensional analytic geometry; partial differentiation; maxima-minima problems; multiple integrals; vector fields, curl and divergence; line and surface integrals; applications. Prerequisite: Math 142. *Every semester.* Staff

253 Linear Algebra (1)

Systems of linear equations, matrices, vector spaces, and linear transformations. Prerequisite: Math 246. *Every semester.* Staff

256 Differential Equations (1)

Elementary differential equations; linear differential equations of second order; Laplace transformations; infinite series solutions; systems of linear differential equations. Prerequisite: Math 249. Recommended: Math 253. *Spring*. Staff

263 Discrete Mathematics (1)

Introduction to basic techniques and modes of reasoning in combinatorial problem solving. Topics will be chosen from combinatorial mathematics, logic and Boolean algebra, difference equations, graph theory, and applied algebra. Prerequisite: Math 142. *Spring*. Staff

345 Complex Variables (1)

Complex numbers, limits, differentiation, analytic functions, integration, conformal mapping, Riemann surfaces, and applications. Prerequisite: Math 249. *Alternate falls*. Staff

349 Numerical Analysis (1)

Application of numerical methods to the solution of mathematical problems. Numerical differentiation, integration, and the solution of differential equations. Prerequisite: Math 247 and experience in computer programming. *Alternate springs*. Staff

356 Number Theory (1)

An introduction to the theory of numbers to include such topics as divisibility, congruence, diophantine equations, quadratic reciprocity, the theory of prime numbers and analytic number theory. Prerequisite: Math 246. *Alternate falls*. Staff

366 Applied Mathematics: Optimization (1)

Formulation of problems in mathematical terms, solutions of the problems, interpretation and evaluation of the solutions. Topics will be chosen from inventory problems, growth and survival models, linear programming, scheduling, Markov chains, game theory, and queuing problems. Prerequisite: Math 253 or consent of instructor. *Alternate springs*. Staff

446-447* Advanced Calculus I & II (1 each)

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. Other topics may be chosen from point set topology, measure and integration, differential geometry, and calculus of variations. Prerequisite: Math 246 and Math 249. Recommended: Math 253. *446 once every three semesters and the year sequence once every four years.*

456-457 Modern Algebra I & II (1 each)

Number systems, elementary number theory, groups, rings, fields, polynomials, and applications. Additional topics may be chosen from linear algebra,

multilinear algebra, Sylow theory, and Galois theory. Prerequisite: Math 253 or consent of instructor. *456 once every three semesters and the year sequence once every four years.*

466-467* Probability & Statistics I & II (1 each)

Mathematical foundations of probability and statistical theory; application of derived formulae to the interpretation of data. Prerequisite: Math 249. *466 once every three semesters and the year sequence once every four years.* Staff

476-477* Modern Geometry I & II (1 each)

A modern approach to geometry. Topics will be chosen from Euclidean, non-Euclidean, affine, projective, and differential geometry. Prerequisite: Math 246. *476 once every three semesters and the year sequence once every four years.*

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. Permission of the instructor is required. *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. Permission of the instructor is required. *On demand.* Staff

499 Seminar in Mathematics (1/2)

Independent study selected in consultation with the mathematics faculty and presented to the class. The seminar serves as the senior year experience and involves oral presentation of research and reading topics. Required for mathematics majors. Prerequisite: Senior standing and consent of instructor. *Spring.* Staff

*As of this writing, the * marked 400 level year sequences have not been submitted for approval. The department offers the sequence 456-457 during the academic year 91-92, and plans to schedule others beginning the year 92-93.

MUSIC

The purpose of the Willamette University Music Department is to educate students for careers of musical performance, music teaching 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 116 Understanding Opera (Part A, Fine Arts)

Music 117 The Art of Listening (Part A, Fine Arts)

Music 212 Jazz in 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—Emphasis in Music Education

The Bachelor of Music—Emphasis in Music Education is the degree which prepares the student best to successfully complete the Master of Arts in Teaching degree (M.A.T.), the culmination of a five-year program which became mandatory with the 1990-91 college year. (See the Education section for further clarification of this degree program.) This course of study is designed for those students who plan to teach music at the elementary or secondary level.

Willamette has 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 open to students who demonstrate strong academic and musical skills, are sensitive, caring individuals, and who possess high standards of professional ethics. The program involves using music to work with children and adults requiring special services due to emotional, learning, or physical disabilities. Willamette University is the only college in the Northwest offering an accredited music therapy program leading to registration with the National Association for Music Therapy and board certification. The program is available for incoming freshmen, transfers, and equivalency students who have already received prior college degrees.

Courses taken for NAMT registration and board certification must be taken for credit. Students must receive a grade of C in each core course before continuing on to the next class and core courses cannot be repeated more than once. The degree is conferred after satisfactory completion of all coursework and a six-month full time internship in a NAMT approved clinical center.

Bachelor of Arts in Music/Bachelor of Science in Music

See the catalog section which describes BA and BS degrees and their requirements. For each degree at least 20 credits other than music must be earned for graduation. Music requirements for these degrees appear later in the music section.

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 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 may audition before members of the music faculty for a Music Talent Award. If an applicant is unable to appear personally, a performance tape may be sent in lieu of the personal audition and interview.

A number of music scholarships, as well as other 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. A new tracker-action organ is housed in the Cone Chapel located in Waller Hall. The music section of the University library contains a comprehensive and up-to-date collection of musical scores, books, microfilm, CDs and recordings. A number of orchestra and band instruments are 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 and programs of twentieth century music organized by the Swindells Eminent



Composer-in-Residence. 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 and music history periods.

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:

- Chamber Music Ensembles
- University Choir (non-audition)
- Chamber Choir
- University Jazz Ensemble
- Willamette Chamber Orchestra
- Willamette Opera Theatre
- Willamette Singers (Vocal Jazz Ensemble)
- Willamette University Wind Ensemble
- Jazz Combo

Music majors are required to participate in an ensemble every semester. For specific degree requirements, i.e., Performance, Therapy, Education and B.A. or B.S., see the Music Student Handbook.

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 in the music handbook 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, the repertoire must include pieces in Italian, French, German, and English memorized in their original language. In addition, 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 Seminar 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—Senior Seminar. Each student majoring in Music under the Bachelor of Arts or Bachelor of Science programs will be involved in the course Musc 490 (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 seven-credit General Education Program and the proficiency requirements in English and Mathematics.

Basic Music Requirements for all Professional Degree Music Programs

Fundamentals of Music (determined by placement exam) entry level	(1/2)
Introduction to Music Literature	1/2
Ear Training I,II,III,IV	2
Music Theory I,II,III,IV	2
Music History	2
Applied Instruction	2
Ensembles	2
10 1/2-11	

Additional Requirements

B.M. in Performance (instrument other than voice)

1 credit from: Style Analysis and Counterpoint or Composition	1
Music History Period Course	1
Applied Instruction	6
Senior Recital	1/2
8 1/2	

B.M. in Performance (voice)

1/2 credit from: Style Analysis or Counterpoint or Composition	1/2
Music History Period Course	1
Applied Instruction	6
Diction for Singers I & II	1
German & French (1 yr. each)	2-4
Senior Recital	1/2
11-13	

Bachelor of Music—Emphasis in Music Education

Additional Music Requirements

Basic Conducting	1/2
Advanced Conducting	1/2
Introduction to Music Education	1/2
Elementary Music Resources	1/2
Choral Music Resources	1/2
Instrumental Music Resources	1/2
Style Analysis	1/2
Instrumentation	1/2
Orchestration/Band Arranging	1/2
Senior Seminar	1/2
Brass Class	1/2
Woodwind Class	1/2
String Class	1/2
Percussion Class	1/2
Voice Class	1/2
Applied Instruction	2

9 1/2

Additional Requirements

B.M. in Music Therapy

Music Methods and Electives	4 1/2
Music Therapy Courses	6 1/2
Human Anatomy and Lab	1
Introduction to Psychology	1
Psychology of the Exceptional Child	1
Abnormal Psychology	1
Behavioral Science Electives	2

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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.

Required Courses

Introduction to Music Literature	1/2
Ear Training I,II,III,IV	2
Music Theory I,II,III,IV	2
Music History	2
Applied Instruction	1 1/2

Ensembles	1 1/2
Style Analysis and Counterpoint or Composition	1
Music History Period Course	1
(Based on placement exams, students may also be required to take: Fundamentals of Music (1/2))	

11 1/2-12

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.

Requirements for the Minor

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: Music 131, 132, 133, 134, 231, and 232.

B. 1-1 1/2 credits in Music History chosen from the following: Music 112, 341, 342, 441, 442.

C. 1-1 1/2 credits in Applied Music and/or Ensembles chosen from the following: Music 170, 030X-034X, 036X, 037X and 040X.

In addition, the music minor will choose two related credits, one each from Theatre and Art.

Faculty

Richard H. Stewart, Professor (Music Education, Woodwinds), Chair

Martin K. Behnke, Professor (Bands)

Jean-David Coen, Assistant Professor (Piano)

Anita S. King, Associate Professor (Piano, Music Theory)

Wallace H. Long, Associate Professor (Choral Music)

Bruce M. McIntosh, Associate Professor (Orchestra, Music Theory)

John Peel, Swindells Eminent Scholar in Music (Composition)

Daniel S. Rouslin, Associate Professor (Violin, Music Literature)

Myra J. Staum, Professor (Music Therapy)

Julio Viamonte, Professor (Voice, Opera)

Warren Baker, Instructor (part-time) (Trombone)

Maurice Brennen, Instructor (part-time) (Tuba)

Melissa Brotons, Instructor (part-time) (Clinical Supervisor for Music Therapy)

David Crane, Instructor (part-time) (Horn)
Curtis Daily, Instructor (part-time) (String Bass)
John Doan, Instructor (part-time) (Guitar)
John Dulaney, Instructor (part-time) (Trumpet)
Jeanne Eikrem, Instructor (part-time) (Flute)
Marcia Hauff, Instructor (part-time) (Organ, Piano, Harpsichord)
Mary Lott, Instructor (part-time) (Oboe)
Valerie McIntosh, Assistant Professor (part-time) (Voice)
Ann Obenour, Instructor (part-time) (Bassoon)
Terry Ostergaard, Instructor (part-time) (Percussion)
Catherine Schnelker, Instructor (part-time) (Piano)
Carole Stewart, Instructor (part-time) (Voice)
Thomas Wakeling, Instructor (part-time) (Jazz Ensemble)
Laura Zaerr, Instructor (part-time) (Harp)

COURSE DESCRIPTIONS

Theory and Musicianship:

130 Fundamentals of Music (1/2 cr.)

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. Rouslin

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.* King, 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.* King, 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* King, McIntosh

134 Ear Training (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*. King, McIntosh

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, McIntosh

232 Ear Training III (1/2)

The course will continue Ear Training II in aural skills, keyboard harmony and sightsinging with the addition of neapolitan and augmented sixth chords. Formal analysis will include fugues, sonatas, and sonata-rondos. Prerequisite: Musc 134 or consent of instructor. *Fall*. King, McIntosh

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: Musc 231 or consent of instructor. *Spring*. King, McIntosh

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: Musc 232. *Spring*. King, McIntosh

236/237 Elementary Music Composition I & II (1/2-1/2)

In this course students write pieces based on models from the classical period. Concepts of harmony, phrase structure, form and articulation are developed in strict composition exercises. In consultation with the instructor, students also work on individual projects in free composition. A once-a-year concert or reading session is devoted to showcasing the students' work. The course may be repeated once. *Every semester*. Peel

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 also to enhance any musician's participation in a baton-conducted ensemble. Emphasis on practical problems to gain experience. Prerequisite: Musc 132 and consent of instructor. *Alternate springs*. Behnke

331 Style Analysis (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. *Spring*. King

333 Counterpoint (1/2)

Literature, styles, forms and techniques of contrapuntal writing from the 16th through the 20th centuries. Prerequisite: Music 231. *Fall*. 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 and Spring*. Behnke, Stewart

336/337 Intermediate Music Composition (1/2-1/2)

In this course the strict composition assignments employ chromatic harmony, serial procedures and larger formal designs. Contemporary orchestration techniques and notation are also introduced. Private lessons are devoted to a free composition project in consultation with the instructor. A once-a year concert or reading session is devoted to showcasing the students' work. The course may be repeated once. *Every semester*. Peel

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 University Wind Ensemble and the Chamber Orchestra. *Fall and Spring*. Behnke, Stewart

435 Advanced Conducting (1/2)

The course follows and builds on expertise gained in Basic Conducting for the music education major. Advanced conducting technique, score preparation, rehearsal technique, and the artistic and musical performance of advanced choral and instrumental literature is the focus of the course. Prerequisite: Musc 255. *Alternate springs*. Behnke

Music History and Literature:**112 Music Literature and Practicum (1)**

A historically-oriented examination of works of music from the Renaissance to the present. Attention will be given to the changing role of composers and their role in a changing society. Some works will be studied in detail. This course is designed primarily for music majors. It is offered to non-music majors who already possess some understanding of the basics of music, and fulfills 1/2 of

Part A, Fine Arts requirement. The other 1/2 credit can be fulfilled by 1/2 credit's worth of applied instruction and/or participation in a university ensemble. Prerequisite for class: ability to read music or Musc 130. Prerequisite for Practicum: Consent of the instructor. *Spring*. Rouslin

116 Understanding Opera (1)

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. *Spring*. Viamonte.

117 The Art of Listening (1)

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. *Fall*. Rouslin

212 Jazz in America (1)

This course will focus on the roots and development of American Jazz from "pre-jazz" elements including the field hollers and work songs of the black slave up to the present day eclecticism evident in music called jazz, including funk, fusion and electronic jazz. Instrumentation of various jazz groups will be explored and the style and structure of jazz styles as they have developed over its history will constitute a significant portion of the course as well. *Fall*. Behnke

219 The Age of Beethoven (1)

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. *Fall*. Coen

341 Music History: Ancient to 1700 (1)

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: Musc 233 or consent of instructor. *Fall*. Coen

342 Music History: 1700 to Present (1)

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: Musc 233. *Spring*. Coen

442 Introduction to Contemporary Music (1)

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

445 Masterpieces of Chamber Music (1)

An in-depth study of music composed for small groups (3-8 instruments), this course will focus on selected works of the past two centuries which have made a significant impact in the evolution of western music. Live performances by students, faculty, and visiting ensembles will be used whenever possible. Designed primarily for music majors. Prerequisite: Music 233 or consent of instructor. *Alternate springs*. Rouslin

Applied Music:**154 Brass Class (1/2)**

Applied study at the beginning level. Class instruction. *Alternate springs*. Behnke

155 Percussion Class (1/2)

Applied study at the beginning level. Class instruction. *Alternate springs*. Behnke

156 String Class (1/2)

Applied study at the beginning level. Class instruction. *Alternate falls*. Rouslin

157 Voice Class (1/2)

Applied study at the beginning level. Class instruction. *Alternate falls*. Long

158 Woodwind Class (1/2)

Applied study at the beginning level. Class instruction. *Alternate falls*. 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. 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 Musc 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 sight reading 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; *Spring*. Coen

266 Diction for Singers I: English and Italian (1/2)

Principles of phonetics for singing in English and Italian, 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. Application of the International Phonetic Alphabet. *Spring*. 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. Continuation of Music 270. May be repeated for credit. *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 evaluation, 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 anyone interested in learning about a career in music therapy. *Fall*. Staum

250 Music Therapy Practicum Seminar (0)

To be taken concurrently with Music Therapy Practicum. Discussion of issues concerning field placement and community relations. Majors only. *Every semester*. Brotons and Staum

253 Music in Recreation and Special Education (1)

Recreation and educational uses of music with normal and handicapped populations. Specific competencies are achieved on 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 (1)

Psychological foundations of music including the study of acoustics and anatomy of the hearing mechanism. Experimental research methodology and statistics are studied culminating in the completion of an experimental research project. Open to non-majors with at least junior standing. *Fall*. Staum

355 Psychology of Music II (1)

Behavioral research and single subject designs for the general music classroom, ensemble, private studio, educational and therapeutic settings. Issues concerning cause and effect relationships related to music, science and life are discussed. Open to non-majors with at least junior standing. *Spring*. Staum

449 Music Therapy with Children (1)

The study of handicapped children and the disorders and treatment methods utilized with children and adolescents in music therapy. Majors only. *Fall*. Staum

451 Music Therapy with Adults (1)

Study of psychotherapeutic/counseling techniques, and music therapy techniques with adult psychiatric, adult medical disorders, and geriatrics. Issues concerning 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 geriatrics. Individual supervision. To be repeated four to six times for credit. Majors only. *Every semester*. Brotons

495 Music Therapy Internship (0)

A six-month full time clinical internship in an NAMT approved clinical center. Minimum of 1,040 hours after satisfactory completion of academic work.

Music Education:

135 Introduction to Music Education (1)

An overview of the current state of music education in the United States. National and international trends in music education. Today's school music programs, as part of the continuum of our American musical heritage. *Alternate falls.* Stewart

349 Elementary Music Resources (1)

Vocal music and easy-to-play instruments suitable for young children will be explored. The processes for music development espoused by Carl Orff, Zoltan Kodaly and Mary Helen Richards will be examined. Piano and guitar will be taught in order for the student to accompany folk melodies and other children's songs. *Alternate springs.* Stewart

352 Vocal Music Resources (1)

The course will include the study of choral literature, materials, principles, class procedures, ensembles, programming and performance, general administration and objectives in school vocal music on the secondary school level. Directed observation of vocal public school music practice will be included in course activities. *Alternate falls.* Long.

356 Instrumental Music Resources (1)

Music and recordings of the following groups will be studied and heard: band, orchestra, small ensemble, jazz ensemble and jazz combo. The history and development of instrumental music with reference to style, form, instrumentation and improvisation will be covered. Acoustics of instruments and music buildings will be studied. *Alternate springs.* Stewart

491 Seminar in Music Education (1)

A senior seminar for students completing the Emphasis in Music Education program. Contemporary issues and topics in music education will be discussed and individual projects assigned. *Spring.* Staff

Music Ensembles

O30X 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. May be repeated for credit. *Every semester.* McIntosh

031X Jazz Ensemble (1/4)

Music in various modern jazz 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. *Every semester.*
Wakeling

032X University Wind Ensemble (1/4)

Exploration of a wide variety of significant literature for wind ensemble, 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. May be repeated for credit. *Every semester.*
Behnke

033X University Choir (1/4)

Exploration of a wide variety of choral literature suitable for the less experienced vocalist. Particular attention will be given to the development of vocal technique and musicianship. Open to all students through interview. 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 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. May be repeated for credit. *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. May be repeated for credit. *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 vocal jazz literature for small groups. Performs both on and off campus and tours annually. Admission through audition. May be repeated for credit. *Every semester.* Long

040X Chamber Choir (1/4)

Exploration of choral literature from the Renaissance, Baroque, Classical, Romantic and Contemporary style periods, including both unaccompanied and instrumentally-accompanied works. In some years a concert tour is taken. For the advanced vocalist, by audition. May be repeated for credit. *Every semester.*
Long

190/290/390/490 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 to seniors. *Every semester.* Staff

PHILOSOPHY

Courses in the Philosophy Department address such questions as: What is knowledge? Do we have free choice? Is there a God? How are value judgments justified? What is a person?

Requirements for the Major

The philosophy major requires eight credits in philosophy, including History of Philosophy: Ancient and Medieval (Phil 230), History of Philosophy: Modern (Phil 231), and Philosophy Senior Seminar: Writing Philosophy (Phil 492). The Senior Year Experience in Philosophy requires the successful defense of a substantial paper written in conjunction with the Philosophy Senior Seminar: Writing Philosophy (Phil 492). (This paper may, in addition, be written for another philosophy seminar (Phil 496-499) or, with departmental approval, a Humanities Senior Seminar (ISA 497).) ISA 497 may also be substituted for one of the eight credits in philosophy with departmental approval.

Requirements for the Minor

The philosophy minor requires five credits in philosophy, chosen in consultation with a minor advisor to ensure a well-rounded, coherent program. At least three of these credits must be above the 100 level.

Courses in the Philosophy Department that satisfy the General Education requirement are:

Phil 110 Philosophical Problems (Part A, Humanities)

Phil 210 Philosophy of Religion (Part A, Humanities)

Faculty

Louis F. Goble, Associate Professor, Chair

Sally Markowitz, Associate Professor

Thomas B. Talbott, Professor

COURSE DESCRIPTIONS

110 Philosophical Problems (1)

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 typically covered include metaphysics, epistemology, ethics, logic, and the philosophy of religion. *Every semester.* Staff

140 Symbolic Logic (1)

The construction of a formal system including a truth-functional 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, Goble

210 Philosophy of Religion (1)

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.* Talbott

230 History of Philosophy: Ancient and Medieval (1)

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. *Every Fall.* Staff

231 History of Philosophy: Modern (1)

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. *Every Spring.* Staff

232 History of Philosophy: Contemporary (1)

Post-Kantian and contemporary western philosophy. Major philosophers and movements of the 20th Century, including American. Prerequisite: Phil 110. *Alternate years.* Staff

233 Feminist Theory (1)

This course will offer a philosophical examination and comparison of four major approaches within feminist theory: liberal, Marxist, radical and socialist. We will evaluate how each approach addresses basic questions about gender difference and its relationship to women's subordination. Not open to freshmen. *Alternate springs.* Markowitz

235 Philosophical Ethics (1)

Problems of moral judgment and general value theory. Representative theories of major moral philosophers; emphasis on contemporary ethical theory. Prerequisite: Phil 110. *Alternate years*. Markowitz

280 Epistemology (1)

Topics in the theory of knowledge: e.g., knowledge of the external world, skepticism, foundations of knowledge, perception, belief, justification, truth. Prerequisite: one course in philosophy. *Alternate falls*. Goble

330 Social and Political Philosophy (1)

After a brief historical introduction, the course will focus on modern political thinkers, especially John Rawls, 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

332 Philosophy of Science (1)

Philosophical analysis of concepts of scientific inquiry, such as: the structure of theory, observation, explanation and prediction, natural law, causation, confirmation, the existence of theoretical entities, the truth of scientific theories. Prerequisite: one course in philosophy; some science recommended. *Alternate springs*. Goble

333 Metaphysics (1)

A study of some classical metaphysical concepts such as substance, essence, causation, time, and freedom of will. *Alternate years*. Talbott

343 Philosophy and the Arts (1)

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 philosophy or consent of instructor. *Spring*. Markowitz

360 Philosophy of Mind (1)

Analysis of various concepts concerning consciousness and the mind. We will investigate such questions as: the mind-body problem; the problem of other minds; the privacy of experience; personal identity; and the relation between thought and language. Prerequisite: Phil 110. *Alternate springs*. Goble

370 Philosophy of Language (1)

Critical examination of some of the concepts central to understanding what language is and the way language works. We will study various philosophical theories of, e.g., meaning, reference, naming, truth, necessity, and analyticity, and also look at how the analysis of language applies to other philosophical problems. Prerequisite: Phil 110. *Alternate falls.* Goble

390/490 Independent Study (1/2 - 1)

Intensive study of a selected area. Prerequisite: consent of instructor. *On demand.* Staff

492 Philosophy Senior Seminar: Writing Philosophy (1)

This seminar will focus on the craft of philosophical writing, rather than a particular philosophical topic. In addition to analyzing the structure of exemplary short works of philosophy, students will criticize each other's work and revise their own short papers. Each student will then write and defend a major paper for the senior year experience in philosophy. Required of all senior philosophy majors; open to other qualified students with the instructor's consent. *Fall.* Staff

496-499 Seminar I-IV (1)

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 pursue a wide variety career opportunities. A Physical Education minor is offered with options in 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 fitness centers. A significant number of majors continue their education at graduate school.

The Physical Education course that satisfies the General Education Requirement is:

ISB 320 Personal Health (Part B)

Requirements for the Major

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: Biol 110: Principles of Biology; Biol 246: Human Anatomy; PE 135: History and Principles; Biol 260: Human Physiology; PE 360: Physiology of Exercise; PE 339: Safety/First Aid/CPR; PE 340: Care and Prevention; PE 356: Tests and Measurements; PE 447: Kinesiology/ Biomechanics; PE 241, 242, 243, 244 or 246, and 247: PE Activity Labs in Individual and Dual Sports.

Education track majors are also required to take: PE 357, PE 448, and PE 451. They must also meet the teaching certification requirements through completion of the fifth-year Master of Arts in Teaching program. Details of the M.A.T. program are provided under the departmental listing for Education and in a separate brochure which may be requested from either the Education Department or the Office of Admission.

In non-education track, students indicating a career interest in such areas as Sports Medicine, Athletic Training, Health Fitness or other Allied Health Professions are advised to take courses in other disciplines which are appropriate to their needs in addition to the following: ISB 320: Personal Health and PE 496: Senior Seminar.

During the senior year, each major must satisfactorily complete a Senior Experience in PE 496: Senior Seminar in PE.

Requirements for the Minor

The minor program in Physical Education consists of five credits in Physical Education to be selected from the following courses in consultation with the department. Students will select the option of either 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 245, 340 and 447.

II. All students wishing to emphasize in Health Fitness and seek endorsement will need to take: Soc 230, Biol 136 and 246; ISB 320, 339, 351, 352, 353, and 354.

III. The Coaching minors will also take Psych 110 or SpCom 242; PE 357, 451, 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, ISB 320, 345 and 496.

V. The Health Fitness Minor will also take SpCom 341, ISB 320, 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 allied health 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/racquetball 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

Cheryl K. Brown, Assistant Professor, Chair

William G. Trenbeath, Director of Athletics

James P. Brik, Associate Professor

H. Joseph Broeker, Associate Professor

Russell J. Cagle, Assistant Professor

Peter A. Harmer, Assistant Professor

Kenneth Garland, Instructor

Bradley S. Victor, Instructor

COURSE DESCRIPTIONS

020X-099X Activity Classes (1/4 each)

These classes are listed separately on the class schedule each semester. They include aerobic dance, badminton, basketball, cross country, fencing, football, golf, lifesaving, pentathalon, racquetball, racquet games, scuba, self-defense, soccer, softball, swim fitness, swimming, team sports, tennis, track and field, volleyball, walking/jogging, water safety instruction, weight training, weight training for women. *Every semester.* Staff

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.* Harmer, 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.* Brown

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.* Miller

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.* Cagle, Harmer

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. *Every semester.* Garland

340 Care and Prevention

Introduction to the field of sports medicine and concepts of athletic training as related to sport incurred trauma. This course will present the following: prevention, psychological factors, recognition procedures, predisposition, initial and progressive management, and principles of rehabilitation pertaining to specific injuries. The course includes skill acquisition of evaluation procedures and adhesive tape application. Prerequisite: Biol 246. *Spring, Fall.* Cagle, Harmer

345 Advanced Techniques of Sports Medicine (1/2)

Advanced topics in injury and therapeutic modalities based upon anatomical and physiological principles pertaining to recognition/evaluation and management of injury. Includes specific injury evaluation techniques, rehabilitation principles of exercise, physical modalities, and pharmacology. Prerequisites: Biol 246 and PE 340. *Spring.* Cagle.

356 Tests and Measurements in Physical Education (1/2)

Principles and techniques for construction, organization, administration, interpretation and evaluation of measuring devices used in 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. Not open to Freshmen. *Second half semester fall*. Brik

360 Physiology of Exercise

Physiological systems of the human body as affected by different levels of exercise and emphasis on the inter-relationships of the skeletal, muscular, nervous, respiratory, circulatory and digestive systems. Prerequisite: Biol 246 and 260. *Spring*. Harmer

447 Kinesiology/Biomechanics (1)

The analysis of structural principles and mechanical application pertaining to human movement. Course will discuss concepts of human movement with investigation of biomechanics and structural kinesiology. Efficiency of movement; neuromuscular integration, proprioception, mechanical concepts related to muscular function and analysis of human motion/motor skills will be extensive. 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*. Miller

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*. Broeker

496 Senior Seminar in Physical (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*. Brown

The following course also may be counted toward a Physical Education major:

ISB 320 Personal Health

PHYSICS

Students curious about how the world works will find that the physics curriculum offers them the opportunity to learn not only about the principal phenomena of the physical world but also how physical theory helps us understand these phenomena. The curriculum emphasizes laboratory work in which students become independent workers formulating and solving their own problems. Students gain the intellectual skill of moving freely to and fro between the concrete and the abstract. Students assess evidence, follow complex arguments to their logical conclusions, as well as practice speaking and writing clearly and effectively. The major program may serve as a basis for further study in physics and allied sciences, and in engineering, and for study leading to professions in education, health sciences, and law.

Many careers are open to those who understand some physics. Our graduates work as astronomers, engineers, material scientists, 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:

Phys 210 Astronomy (Part A, Natural Science)

Phys 215 Introductory Physics I (Part A, Natural Science)

Requirements for the Major

All physics majors must successfully complete eight credits in physics including the equivalent of the following basic courses: Phys 215, Introductory Physics I; Phys 236, Introductory Physics II; Phys 331, Modern Physics; Phys 335, Thermal Physics; and Phys 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; Phys 345, Electromagnetism; and Physics 453, Quantum Mechanics. Such students should also consider further mathematical study in linear algebra and complex variables.

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 Phys 496, Research Seminar, as their Senior Year Experience.

Requirements for the Minor

A minor in physics must successfully complete Phys 215, Introductory Physics I; Phys 236, Introductory Physics II; and three other physics courses numbered above 300.

The physics department occupies the entire third floor of Collins Hall plus additional 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

Roberta A. Bigelow, Assistant Professor, Chair

Maurice B. Stewart, Professor

Daniel G. Montague, 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

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. Prerequisite: calculus. *Every semester*. Staff

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, Huygen's principle, interference, diffraction, and polarization. Prerequisite: calculus. *Every semester*. 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*. Bigelow

335 Thermal Physics

Temperature and its measurement, simple thermodynamic systems, heat, conductivity, convection, radiation, ideal gases, kinetic theory, entropy, en-

thalpy, 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 years.* Montague

339 Mechanics

Vector kinematics of plane motion in Cartesian and polar form. Newtonian particle mechanics. Projectile motion in resisting 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: Completion of phys 215, 236 and two courses in calculus. *Alternate years.* 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 years.* 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: Completion of Physics 215, 236 and two courses in calculus. *Alternate years.* Stewart

348 Electronics

DC and AC circuits, electrons in solids, transistors, power supplies, voltage and power amplifiers, oscillators, digital electronics, integrated circuits, and application of electronics. Prerequisites: Phys 236 and calculus. *Alternate years.* Bigelow

439 Nuclear and Particle Physics

Study of basic nuclear structure, nuclear decay and radioactivity, nuclear reactions, and particle physics. Prerequisites: Phys 331 and calculus. *Alternate years.* Bigelow

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 years.* Montague

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 256. *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: Reason and Ideology (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)

Requirements for the Major

A Political Science major consists of eight credits in Political Science plus Econ 119, Principles of Economics. At least four credits beyond courses in the 100 series must be taken at Willamette or through Willamette approved programs. However, no more than three credits toward the major may be earned through

the Washington Semester Program, Willamette Study Abroad Programs or the United Nations Semester Program. No more than one credit may be earned through internship, and no more than 1/2 credit through Model United Nations. The eight credits for the major must include Poli 110 and one of Poli 111, 112, 113 or 114; plus six Political Science credits selected in consultation with an academic advisor. A student who scores 4 or above on the Advanced Placement Examination in American Government may elect to substitute an advanced course in American Politics for Poli 110.

The senior year experience in Political Science may be satisfied by successful completion of Poli 434, 484, 486, 496, 498 or 499. A student who has emphasized international relations, public law/political theory, comparative politics or American politics is encouraged to enroll in a senior year experience course related to that field. (Second semester Juniors will receive senior year experience credit for Poli 498 only if they have completed four political science courses prior to enrolling.)

NOTE: The department is in the process of revising the requirements for the major, changes to be effective fall 1992. The major will continue to require eight courses with one course from another department. Students should consult with a member of the department regarding implementation of the revisions.

Requirements for the Minor

A minor in Political Science requires Poli 110 and one of Poli 111, 112, 113 or 114, plus three courses in any one of the following four areas:

Political Theory/Public Law: Poli 334, 335, 336, 350, 351, 355, 366, 375, 483, 486

International Relations: Poli 232, 332, 340, 434.

Comparative Politics: Poli 231, 324, 333, 338, 342, 499.

American Politics: 235, 237, 331, 332, 335, 358, 359, 389.

Faculty

Robert E. Hawkinson, Associate Professor, Chair

Suresht R. Bald, Professor

Robert C. Dash, Associate Professor

Richard J. Ellis, Assistant Professor

The Hon. Michael Gillette, Adjunct Professor

Susan M. Leeson, Professor

Theodore L. Shay, Professor

COURSE DESCRIPTIONS

061X Model United Nations (1/4)

Experience in research, preparation for, and participation in Model United Nations. *Every semester.* Bald, Dash

110 American Politics (1)

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.* Hawkinson, Shay, Ellis

111 Survey of Politics: Freedom and Authority (1)

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. *Every year.* Shay

112 Survey of Politics: Reason and Ideology (1)

Survey of Western political-philosophic currents of thought from ancient through contemporary, with an emphasis on critical schools rooted in the historicist tradition. Examination of central philosophical arguments through careful reading and discussion of selected political philosophers. Only one of Poli 111, 112, 113, or 114 may be counted toward the major. *Every year.* Dash

113 Survey of Politics: Political Philosophy (1)

Survey of political-philosophic tradition from Plato to present. 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. *Every year.* Leeson

114 Survey of Politics: War and Peace (1)

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. Only one of Poli 111, 112, 113, or 114 may be counted towards the major. *Every year.* Bald

231 Western European Political Systems (1)

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. Prerequisites: Poli 110 and one entry level Poli course. *Fall*. Bald

232 Introduction to International Politics (1)

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 global political economy. Prerequisites: Poli 110 and one entry level Poli course. *Spring*. Bald

235 American Political Organizations (1)

Examination of political parties, interest groups and political movement organizations in American context. Emphasis on alternative theories of organizational development and decay, internal governance, external relations and effectiveness. Research paper on historical or contemporary topic. Prerequisites: Poli 110, one entry level Poli course and sophomore standing. *Alternate fall semesters*. Hawkinson

237 The Congress and the Presidency (1)

Comparative analysis of the Congress and the Presidency as political institutions. The course will give some attention to each institution's historical development but will concentrate on contemporary structures. Major paper required. Prerequisites: Poli 110, one entry level Poli course and sophomore standing. *Every year*. Ellis

324 Political Systems of Developing Countries (1)

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. Prerequisites: Poli 110 and one entry level Poli course. *Fall*. Shay.

331 State and Urban Politics (1)

Problems, issues, and processes involved in governing America at the state and local level. Prerequisites: Poli 110 and one entry level Poli course. *Every year*. Hawkinson

332 American Foreign Policy (1)

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. Prerequisites: Poli 110 and one entry level Poli course. *Spring*. Bald, Dash

333 Politics and Literature (1)

Examination of the political values and attitudes, and images presented in a set of selected contemporary novels from the first, second, and third worlds to gain a comparative understanding of the nature and scope of politics in different political, economic, and social settings. Prerequisite: Survey of Politics. *Alternate years.* Bald

334 Law and Public Policy (1)

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 political 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. *Every year.* Leeson

335 American Political Thought (1)

Survey of American political thought from the revolutionary period to present. Emphasis on the Constitutional era and the impact of thought of that period on developments. Emphasis on primary sources. Prerequisites: Poli 110 and one entry level Poli course. *Fall.* Hawkinson

336 Modern Political Theory (1)

Examination of selected modern political theorists from Marx and Weber to contemporary theorists. Designation of specific theorists will be made at time of offering. Prerequisites: One entry level course, or consent of instructor. *Alternate years.* Dash

338 Latin American Political Systems (1)

Introduces students to the contemporary realities of Latin American politics through examination of issues, countries and a series of important readings. Topics covered: caudillismo, political parties and populism, the military, the state, regime types, underdevelopment and development, ideologies and politics, change and revolutions, and Latin American and international politics and economics. Special attention on countries of Argentina, Chile, Brazil, Mexico, and Cuba and to Central America. Pre-requisites: Poli 110 and one entry level Poli course. *Every year.* Dash.

340 Asia and the International System (1)

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. Intraregional interaction and superpower involvement in the region will be examined within national, regional, and global perspectives. Prerequisites: Poli 110 and one entry level Poli course. *Every year.* Bald

342 Communist Political Systems (1)

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. Prerequisites: Poli 110 and one entry level Poli course. *Every year.* Shay

346 Public Opinion and Voting Behavior (1)

This course seeks to provide the student with an understanding of the methodology and analysis of public opinion surveys as well as an understanding of some of the crucial social determinants of political attitudes and voting behavior. Prerequisites: Poli 110 and one entry level Poli course, closed to Freshmen. *Every year.* Ellis

347 Political Systems of Developing Countries (1)

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. Prerequisites: Poli 110 and one entry level Poli course. *Fall.* Shay

350 Constitutional Law I (1803-1936) (1)

Development of the U.S. Constitution from 1803 to 1936 from the perspective of Supreme Court decisions. Primary emphasis on definition of and priority among principles of limited government, protection of private property, promotion of commerce, and individual liberty. Prerequisites: American Politics and one entry level Poli course or consent of instructor. *Every year.* Leeson

351 Constitutional Law II (1937-present) (1)

Development of the U.S. Constitution from 1937-present. Primary emphasis on the principle of individual liberty as seen in Supreme Court decisions from 1937-1969, and the shift away from that principles in recent Supreme Court history. Consideration of political forces shaping contemporary judicial appointments and agendas. Prerequisite: Constitutional Law I. *Every year.* Leeson

355 Women and Politics (1)

The course will use feminist theory to examine the international political economy, developmental models, political theory, nationalism, the state, political culture, war, and immigration. Prerequisites: One of Poli 111-114 and another political science course. *Alternate years.* Bald.

358 American Political Development: The Revolution to the Civil War (1)

Examination of the development of American political culture and institutions from the Revolution to the Civil War. Prerequisites: American Politics and one entry level Poli course. *Alternate years.* Ellis

359 American Political Development: The Civil War to Civil Rights (1)

Examination of the development of American political culture and institutions from the Civil War to the present era. Prerequisites: American Politics and one entry level Poli course. *Alternate years.* Ellis

366 Political Economy (1)

Course introduces theories of political economy; addresses historical and current constraints imposed by domestic and international economic processes and structures on normative political objectives. Prerequisites: One entry level Poli course, or consent of instructor. *Alternate years* Dash

375 Seminar in Law and Constitutional Policy (1)

Selected topics in constitutional law, emphasizing separation of powers theory (regulation of the federal government), federalism (regulation of state/national power), and the relationship between private citizens and their governments. Prerequisite: Constitutional Law I; Constitutional Law II strong recommended. *Every year.* Gillette

389 Bureaucratic Politics and Organization Theory (1)

Analysis of the role of governmental bureaucracy in the contemporary American system. Also covers theories of organization, including such topics as the relationship between organizations and their external environments, organizational creation, maintenance and change, and decision-making theory. Prerequisites: American Politics and one entry level Poli course. *Alternate years.* Ellis

434 Seminar in International Relations (1)

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). *Every year.* Bald

483 Seminar in Systematic Political Analysis (1)

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 designs. Prerequisites: Junior or Senior standing, Poli 110 and one entry level Poli course. *Every year.* Shay

484 Research Seminar (1)

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. *Every year.* Shay

486 Seminar in Political Theory (1)

Examination of writings by and commentaries on selected political philosophers. Analysis of philosophic arguments in light of contemporary political problems and political phenomena. Guided research on topics selected by students. *Every year.* Leeson

490 Independent Study (1)

Opportunity for select senior students to conduct a major research project under faculty supervision. Proposed projects must be approved by the department chair and department faculty. Proposals for independent study will be approved only if the student can demonstrate that the research objective cannot be satisfied through any existing course in the department's curriculum. *On demand.* Staff

496 Internship in Government and Politics I (1)

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, and one entry level Poli course. At least one of the following courses is strongly recommended: Poli 331, Poli 334, Poli 389, Econ 347. Only one credit may be counted toward the major. *Each semester except spring of odd numbered years.* Hawkinson

497 Internship in Government and Politics II (1)

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. Only one credit may be counted toward the major. *Each semester except spring of odd numbered years.* Hawkinson

498 Legislative Internship (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. Any senior wishing to receive Senior Year Experience credit for the Legislative Internship (Poli 498) must have completed a minimum of four political science courses prior to the beginning of this course. These must include Poli 110, Survey of Politics (Poli 111, 112, 113, or 114), and at least one of the following courses: Poli 331, Poli 334, Poli 389. Juniors who have completed these prerequisites may receive Senior Year Experience credit for Poli 498. Only one credit may be counted toward the major. *Odd-numbered springs.* Hawkinson

499 Seminar in Comparative Politics and Theory (1)

This course examines the relationship of comparative theory, and methodology; reviews major ideas, trends, and issues; and introduces students to alternative approaches and paradigms in the field. The course also examines various applications of comparative theory in cross-national and cross-cultural contexts.

Prerequisites: Senior standing, Poli 110, and one entry level Poli course. Also desirable are one or more of the following: Poli 231, 324, 338, 340, and 342.

Every year. Dash

PSYCHOLOGY

The unifying theme and goal of psychology is the understanding of individual human behavior in the context of our social, cultural, and physical environment. Thus, the subject matter of psychology is central to the goals of a liberal arts education.

With its historical roots in philosophy and physiology, psychology continues to be an inherently interdisciplinary field. Psychologists explore fundamental questions concerning human motivation and values and, in so doing, have strong ties with the humanities. Psychology also includes the study of brain-behavior relationships and adheres to the scientific method in its emphasis on empirical research; thus, in both content and methodology, psychology also has strong ties with the natural sciences. As social scientists, our investigations include but are not limited to the study of human and animal subjects in the laboratory. Systematic study of human behavior and interaction often occurs in the community, workplace, home, and clinical settings.

Our curriculum reflects these diverse but interconnected goals in the array of course offerings and especially in the field research and internship opportunities available in the many state and county agencies located in Salem. The student has access to a "real life laboratory" that includes clinical, education, and research programs at the Oregon State Hospital, Fairview Training Center, Children's Services Division, and many other public and private human service agencies. Comparable practicum and internship programs typically are available elsewhere 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 counseling and psychotherapy, law, medicine, business, teaching, and government. Successful completion of courses offered by the department, along with research experience and partici-

pation in the 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.

The department has ample laboratory space and equipment, including elaborate apparatus in animal research, electrophysiological measurement, and biofeedback. The computer terminal and microcomputers housed in the department allow ready access for data analysis for class and individual research projects.

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

Psych 110 Introduction to Psychology (Part A, Social Science)

Psych 210 General Experimental Psychology (Part A, Natural Science)

Requirements for the Major

The major program requires: Psych 210, General Experimental Psychology; ISA 350-351, Statistics for the Behavioral Sciences; Psych 300, Pre-Internship Orientation (1/4 cr.); 1 credit in Major Program internship (Psych 394) or Thesis (Psych 490) for the senior year experience; and five additional credits in Psychology.

Students who intend to pursue graduate study in psychology are encouraged to select at least three of these five courses from the following: Psych 330, 332, 335, 336, 340, 345, 350, and 450.

Requirements for the Minor

Students wishing to minor in psychology are required to complete Psych 110 and Psych 210. In addition, they must select one of the following options and complete three courses within that area.

Option One: Experimental Psychology.

Any three of the following courses: Psych 340, 344, 345, and 350.

Option Two: Clinical Psychology.

Psych 332, 335, and any one of the following courses: Psych 345, 433, 435, or 440.

Option Three: Developmental Psychology.

Psych 330, 332, and either Psych 334 or 352.

Option Four: Applied/Organizational Psychology.

Any three of the following: Psych 336, 338, 433, 437 and ISB 322

Faculty

Mary Ann Youngren, Professor, Chair

Lisa P. Buckmaster, Assistant Professor

William J. Devery, Professor

Paul M. Evans, Assistant Professor

Loren K. McBride, Associate Professor

Meredyth Edelson, Instructor (part-time)

Gary E. Hankins, Instructor (part-time)

Richard O'Grady, Instructor (part-time)

COURSE DESCRIPTIONS

110 Introduction to Psychology (1)

Major traditional fields and contemporary problems of psychology: learning, perception, and motivation as they pertain to behavior and interaction with the social environment. *Every semester.* Staff

210 General Experimental Psychology (1)

An examination of scientific method, procedure, measurement, and control in selected psychological areas. The use of apparatus (including microcomputers), statistical analysis, 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: Psych 110. *Every semester.* Devery, Evans

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 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: Psych 210 and ISA 350-351. *Spring.* Youngren

330 Developmental Psychology (1)

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, and the influence of Piaget). Prerequisite: Psych 110 or 210. *Fall.* McBride

332 Theories of Personality (1)

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: Psych 110 or 210. *Spring.* Youngren

334 Exceptional Children (1)

This course will cover exceptional behavior 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, and students will have opportunities to work in field settings. *Alternate springs*. Staff

335 Clinical and Abnormal Psychology (1)

Diagnosis, etiological approaches, and treatment alternatives for major mental disorders, including anxiety disorders, depression, and schizophrenia. Prerequisite: Psych 110 or 210. *Fall*. Youngren

336 Social Psychology (1)

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, pro-social behavior, and race relations) and areas of group dynamics. Course emphasizes theory and findings from experimental laboratory research. Prerequisite: Psych 110 or 210. *Spring*. McBride

338 Community Psychology (1)

A study of the interactions between social systems, networks, populations, and individuals. Development and evaluation of intervention methods to improve person-environment interrelationships are investigated; new social systems are designed and evaluated. The course aims at showing how, from such knowledge and change, the individual's psychosocial opportunities may be enhanced. Prerequisites: Psych 335 or permission of instructor. *Spring*. Buckmaster

340 Psychology of Learning (1)

A systematic introduction to the nature of the learning process emphasizing a topical/theoretical orientation. Major topics covered include the historical legacy of neobehaviorism, classic and contemporary Pavlovian conditioning, techniques of instrumental learning, the nature of reinforcement, aversive learning, generalization and discrimination, and recent developments in the economy of learning. Attention will be given to interactions between learning and motivation. Prerequisite: Psych 210. Consent of instructor required for non-psychology majors. *Spring*. McBride

344 Animal Behavior (1)

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 (1)

An examination will be made of neuroanatomy, neurophysiology, and psychopharmacology as they relate to the study of the behavior of the whole organism. A laboratory will introduce the use of the stereotaxic apparatus in lesion making. Extensive human testing and recording will also be done. Prerequisite: Psych 210 or lab/science course. *Spring*. Devery

350 Cognitive Processes (1)

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. Prerequisite: Psych 210 or consent of instructor. *Fall*. Evans

352 Psychology of Adolescence (1)

The study of early, middle, and late adolescence. Topics to be covered include the biology of adolescence, cognitive growth and development, theories of adolescence, adjustments during adolescence, human services for adolescents, and the transition to adulthood. Prerequisite: Psych 110. Alternate Springs. Staff

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

394-395 Major Program Internship (1)

A field experience (minimum of 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: Psych 210 and 300 and ISA 350-351. *Fall*. (Students wishing to complete a full-year internship may enroll for Psych 395 in the Spring.) Youngren, Buckmaster

430-431 Topical Seminar in Psychology (1/2 - 1)

An opportunity to take a specialized, advanced level class from a faculty member or a psychologist working professionally in the Salem community. *Every year*. Visiting psychologists and Staff

433 Principles and Techniques of Behavior Modification (1)

Introduction to principles of behavior modification with primary emphasis on experiential learning of skills involved in behavioral treatment interventions. Prerequisite: Psych 210 and 335 or consent of instructor. *Alternate springs*. Youngren

435 Psychological Tests and Measurements (1)

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. Prerequisite: Psych 210 and 335 or consent of instructor. *Alternate springs*. Youngren

437 Psychology and the Law (1)

This course will be devoted to an interdisciplinary analysis of psychology and law. It emerges from the growing conviction that recent developments in psychology have important implications for legal institutions and procedures. Students will examine the operation of the legal system (judicially and legislatively). Research in psychology will be discussed to determine how psychology can contribute to the solution of legal problems. Further, students will explore how the law affects the practice of psychology. Juniors and seniors only; psychology majors have priority. *Fall*. Buckmaster

440 Techniques of Counseling (1)

Introduction to counseling techniques with primary focus on experiential learning of communication skills used in counseling individuals. Prerequisite: Psych 332. *Every semester*. Hankins

450 History and Systems of Psychology (1)

This course will focus on the impact of the systems of psychology (early philosophical/methodological movements which tried to explain all areas of psychology) on the field. The five major systems (structuralism, functionalism, behaviorism, gestalt psychology, and psychoanalysis) will be studied in depth, followed by their impact on selected areas of psychology (perception, learning, motivation, etc.). Attention will be given to their influence on contemporary psychology. Prerequisite: Psych 210; juniors and seniors only (Psych majors have priority). *Alternate years*. McBride

490 Thesis (1)

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: Psych 210 and ISA 350-351. *Every semester*. Staff

RELIGION

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 requirements as follows:

Rel 112 History of Christianity (Part A, Humanities)

Rel 113 Introduction to Old Testament Studies (Part A, Humanities)

Rel 114 Introduction to New Testament Studies (Part A, Literature)

Rel 115 Introduction to the Study of Religion (Part A, Humanities)

Rel 116 Introduction to Major Religious Texts (Part A, Literature)

Rel 214 Religion in America (Part A, Humanities)

The departmental curriculum provides part of the core course requirements for the interdisciplinary major in Religious Studies.

Requirements for the Minor

A Religion minor program consists of five credits in Religion distributed as follows: (For current list of specifically approved courses for each of these groups, see any member of the Religion Department.)

1. Group A, The Contemporary Religious Situation
 2. Group B, The Western Religious Tradition
 3. Group C, World Religions and Religious Studies Methodology
 4. One additional course in any of the above groups that builds on a course already taken in that group.
 5. Senior Colloquium.
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Faculty

Lane C. McGaughy, George H. Atkinson Professor of Religious and Ethical Studies, Chair

David W. McCreery, Associate Professor

Douglas R. McGaughey, Associate Professor

Charles I. Wallace, Jr., Associate Professor and University Chaplain

COURSE DESCRIPTIONS

112 History of Christianity (1)

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*. McGaughey, Wallace

113 Introduction to Old Testament Studies (1)

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. *Fall*. McCreery

114 Introduction to New Testament Studies (1)

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. *Spring*. McGaughy

115 Introduction to the Study of Religion (1)

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 intro-

duced to scholarly methods employed in the field. Recommended for Freshmen. *Fall*. McGaughey

116 Introduction to Major Religious Texts (1)

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. *Alternate springs*. Staff

214 Religion in America (1)

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; and mutual influence of religion and American culture. *Fall*. McGaughey, Wallace

230 Modern European Christian Thought (1)

Major developments in Christian thought in Europe from the Enlightenment to Vatican II: Rationalism, Romanticism, the Oxford Movement, German Idealism, Neo-Orthodoxy, Christian Existentialism, Neo-Thomism, some contemporary trends. *Alternate years*. McGaughey

232 Paul and His Letters (1)

A systematic study of the life and thought of Paul of Tarsus and his contributions to the development of early Christianity, as revealed through his letters and other New Testament writings. An analysis of Paul's legacy in Western Civilization. The methodology of modern scholarship will be used throughout. *Alternate years*. McGaughey

234 Jesus and the Gospels (1)

A study of the synoptic Gospels with a view to (1) rediscovering the historical Jesus and his teachings, and (2) appreciating the theological insights and compositional techniques of each of the Gospels. Historical and religious background of the Gospels. Critical problems, parables, miracles, the resurrection, current interpretations. *Alternate years*. McGaughey

235 Religions of the East (1)

A survey of the major religions of India, China, and Japan, emphasizing historical development of their various dimensions—experiential, theoretical, practical, and sociological. Hindu, Sikh, Jain, Buddhist, Taoist, Confucian, Shinto, and shamanistic traditions will be explored. *Alternate springs*. Wallace

237 Introduction to Syro-Palestinian Archaeology (1)

An introduction to the history and current directions of archaeological research in the "Holy Land," concentrating on modern Jordan, Israel, and Syria. Particular emphasis will be placed on the relationship between archaeological research and

biblical studies. This course is a prerequisite for Archaeological Methodology, Rel 337. *Fall*. McCreery

240 Old Testament Pentateuch (1)

A critical analysis of the first five books of the Bible: Genesis through Deuteronomy. The course will focus on modern literary analysis of the pentateuchal traditions and archaeological discoveries which are helping to clarify the historical and cultural context from which the first five books of the Bible emerged. Topics dealt with will include: the formation of the canon, biblical saga and history, and the origins of Israelite law. *Alternate springs*. McCreery

242 Old Testament Prophets (1)

An examination of the nature of ancient near eastern prophecy in general and the Israelite prophetic tradition in particular. Primary focus will be on the prophetic books of the Old Testament, examining their historical setting, cultural context, and theological message. The impact of the O.T. prophetic tradition on the early Christian Church, New Testament, and modern religious thought will also be addressed. *Alternate falls*. McCreery

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

333 Contemporary Religious Thought (1)

An intensive investigation of such issues in contemporary theology as models and understandings of God, Christology, the nature and function of the Scriptures in Christianity, feminism, and ecumenism. *Alternate falls*. McGaughey

337 Archaeological Methodology (1)

An overview of the current state of archaeological research in the Middle East, concentrating on the techniques used in surveys, excavations, and the interpretation of archaeological material. The course is designed to introduce students to the more technical side of archaeological research and provide the background needed for participation in a middle eastern archaeological field project. Prerequisite: Rel 237. *Spring*. McCreery

341 Religions of the Ancient World (1)

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.* McCreery, McGaughy

344 Topics in Contemporary European Theology (1)

An introduction to 20th century European theology. Definition of key theological issues in their historical context, as well as an investigation of the thought of individual thinkers. Particular attention given to post-metaphysical thought.

Alternate falls. McGaughey

345 Topics in American Theology (1)

An introduction to the major innovations and development in theology in America. Rather than a historical study of the function and role of religious groups in American society (see 214 Religion in America), this course exposes the student to the major theological issues of the American scene, e.g., Edwards, the Transcendentalists, the social Gospel Movement, Process Thought, etc.

Alternate springs. McGaughey

390 Independent Study (1/2-1)

Intensive study of a selected area. Normally for juniors or seniors who are majors in Religious Studies. Requires Departmental approval. *On demand.* Staff

437 Archaeological Field Experience (1)

A 4-8 week field experience on an archaeological project in the Middle East. Students will serve as staff members on an archaeological excavation or survey, collecting, recording, and interpreting archaeological data under the supervision of the project director. In addition to the first-hand archaeological field experience, students will visit ancient sites in the region and receive briefings on various aspects of the modern political situation in the Middle East. Prerequisites: Rel 237, 337. *Post-session.* McCreery

496 Senior Colloquium (1/2-1)

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. *On demand.* Staff

497 Metaphor, Symbol, and Narrative (1)

An investigation of theories of metaphor, symbol, and narrative (myth) with two foci: 1) defining these elements of language; and 2) addressing the problem of referentiality and language (Does language refer to a world?). At issue is the role of narrative and figurative language both in terms of providing us with

access to the world and challenging our current understandings of the world.
Alternate springs. McGaughey

The following courses also may be counted toward a Religion minor:

ISB 330 Religion and Science

ISB 331 Liberation Theology and Social Change

ISB 420 The Bible in the American Tradition

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.

Requirements for the Major

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: an introduction to the study of religion (one credit); 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).

The program is capped with required participation in a senior Colloquium (either Rel 496, 497 or another course approved by the Executive Committee) 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 213 Art and Culture of China

Art 214 Art and Culture of Japan

Art 216 Survey of Western Art, Late Gothic to Modern

Art 237 Japanese Architecture and Gardens (1/2)

Art 355 Italian Renaissance Art History

Art 356 Northern Renaissance and Baroque Art

Engl 344 Renaissance Literature: Milton

Greek 131-132 Elementary Hellenistic Greek I & II

Greek 231-232 Intermediate Hellenistic Greek I & II

Hist 358B High Middle Ages (1/2)

Hist 359 The Renaissance and the Reformation

ISB 330 Religion and Science

ISB 331 Liberation Theology and Social Change

ISB 332 Mysticism and Creativity

ISB 340 Philosophy, Religion, and Art of East Asia

ISB 420 The Bible in the American Tradition

Phil 110 Philosophical Problems

Phil 210 Philosophy of Religion

Phil 230-232 History of Philosophy

Phil 235 Philosophical Ethics

Psych 430 Psychology of Religion

Soc 333 Sociology of Religion

Executive Committee

Lane C. McGaughy, Chair (Religion)

Gerard F. Bowers (English)

David W. McCreery (Religion)

Douglas R. McGaughey (Religion)

Thomas B. Talbott (Philosophy)

Charles I. Wallace (Religion)

SOCIOLOGY AND ANTHROPOLOGY

The program in Sociology-Anthropology is designed to be a valuable 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 majors with sound knowledge of sociological theories, analytical models, research methods, and specialized areas in the discipline; to provide a useful background for

students entering specific occupational areas; and to prepare students for graduate study leading to teaching, research, or administrative careers in sociology or related fields.

Career opportunities in sociology are numerous but the most popular are teaching (high school and college), social service, business, and research. Sociology is also a useful major for students planning futures in such professions as law and medicine. 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 the criminal justice system.

Courses in the Sociology Department which meet the General Education requirement are:

Soc 110 Principles of Sociology (Part A, Social Science)

Soc 111 Introduction to Anthropology (Part A, Social Science)

Soc 214 Race and Ethnic Relations (Part A, Social Science)

Requirements for the Major

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 as follows:

The introductory course—Soc 110

One course in Social Structure—Soc 230, 234, 239, 333, 335, 336, 434

One course in Social Process—Soc 221, 222, 235, 236, 330, 332

One course in Social Psychology—Soc 232, 337, 338

Sociological Theory—Soc 350

Social Research Design—Soc 348

Applied Social Research—Soc 349

A senior year experience—Soc 495, 497, 499

During the senior year, there may be opportunities in applied sociology (analytical application of the principles that have been acquired.) 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).

Requirements for the Minor

A sociology minor consists of five sociology credits: Soc 110; either Soc 348, 349, or 350; and one course in each of the areas of Social Structure (Soc 230, 234,

239, 333, 335, 336, 434), Social Process (Soc 221, 222, 235, 236, 330, 332), and Social Psychology (Soc 332, 337, 338). A sociology minor must be supervised by a member of the sociology department.

Facilities and equipment available to the department include classrooms, offices, computers, and a sociology laboratory in Smullin Hall; an extensive artifact collection and library holdings.

Faculty

James B. Bjorkquist, Associate Professor, Chair

Walter M. Gerson, Professor (Sabbatical leave 1991-92)

Linda S. Heuser, Assistant Professor

Stephen C. Hey, Associate Professor

Carol J. Ireson, Associate Professor

Robert A. McDermott, Instructor (1991-92)

COURSE DESCRIPTIONS

110 Principles of Sociology (1)

This course presents the principles, basic concepts and perspectives of sociological analyses. It will explore how people interact to create society, and how society is maintained and changed. *Every semester.* Staff

111 Essentials of Anthropology (1)

This course presents a general introduction to the anthropological point of view, basic concepts, and subject matter. Includes the study of the origins and development of humans, the development and expansion of culture and a consideration of the modern world from the anthropological perspective. *Fall.*

Bjorkquist

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 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 is a survey of selected cultural, socio-historical and demographic patterns 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

214 Racial and Ethnic Relations (1)

The aim of this course is to provide students with a strong background in the basic concepts and issues of minority/majority relations. Special attention will be paid to prejudice, discrimination, racism, and the changing patterns of race relations. Attention will also be given to the role of institutional inequality in shaping contemporary minority/majority relations. While significant amounts of cross-cultural materials are included, the primary focus of this course is minority/majority relations in the United States. *Fall*. Hey

221 Gender Roles in Society (1)

This course considers the impact on gender roles of social institutions such as the family and the economy, and social processes such as stratification and interpersonal interaction. Studies how people learn gender roles and how these roles are changing. *Spring*. Ireson, McDermott

222 The Environment and Society (1)

This course will explore sociological aspects of environmental issues such as the rise of the environmental movement, the social mobilization of interest groups, food and population, energy, forest harvesting, pollution, and sustainable development. Includes application of sociological concepts to risk assessment and environmental impact statements. *Fall*. Ireson, McDermott

230 Marriages and Families (1)

This course explores changing aspects of marriage and family structures and relationships, including family life cycles, alternative forms of marriage, aging, divorce, remarriage, and reconstituted families. *Fall*. Gerson, McDermott

231 Indians of North America (1)

This course will examine the native cultures of North America, with special emphasis on the Pacific Northwest. It will use both prehistoric and historic data to understand the variety of social and cultural systems found in North America. Prerequisite: Soc 111. *Alternate springs*. Bjorkquist

232 Individual in Society: Social Psychology (1)

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 roles, socialization, and social interaction. Prerequisite: Soc 110. *Fall*. Ireson, Heuser

234 Crime, Delinquency and the Criminal Justice System (1)

This course examines the nature of crime and delinquency, the persons and social situations involved in crime and delinquency, law enforcement agencies

and the traditional and current methods of managing offenders. Prerequisite: Soc 110. *Fall*. Bjorkquist

235 Social Change (1)

The course investigates origins of social change, patterns (e.g., revolution, reform, evolution). Classical and contemporary theories of social change, major social trends (e.g., industrialization, cybernation, urbanization, secularization). Prerequisite: Soc 110. *Alternate springs*. Staff

236 The Dynamics of American Society (1)

As assessment of the dynamics of American society, the American people, and their changing culture and character as these are reflected in their values, social processes, social structures, regions, and subcultures. *Fall*. Gerson, McDermott

239 Medical Sociology (1)

Study of the social causes and consequences of health and illness. Consideration will be given to topics such as epidemiology, social demography of health, illness as deviance, social effects of acute and chronic illnesses, socialization of health care providers, social policy and health care, and bioethics. *Spring*. Heuser

330 World Population Problems (1)

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: Soc 110 or consent of instructor. *Spring*. Hey

332 Urban Community (1)

The aim of this course is to introduce students to the major theories, concepts and issues of urban sociology and to explore the patterns and processes of urban life. Additional attention will be paid to selected social, economic and political problems confronting major urban centers throughout the world. Prerequisite: Soc 110. *Alternate falls*. Hey, Gerson, McDermott

333 Sociology of Religions (1)

A course assessing religion as a basic sociological variable and as an integral part of culture and society. Considerations 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: Soc 110 or consent of instructor. *Alternate years*. Gerson

335 Work, Organization, and the Marketplace (1)

Exploration of: (1) the structures and dynamics of organizations and work patterns, with study of the ways individuals relate to organizations as well as

how organizations relate to their social environments; and (2) social consequences of the changing economy. Prerequisite: Soc 110. *Spring*. Gerson

336 Sociology of Education (1)

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: Soc 110. *Fall*. Hey

337 Childhood and Adolescence (1)

A course which explores the process of socialization among children and adolescents. Topics will include how the society and culture structures this experience, historical changes in childrearing, people and organizations influencing socialization, issues affecting children and adolescents (e.g., child abuse, teen pregnancy). Variations in this process by social class, ethnic group, and gender will be explored. Prerequisite: Soc 110. *Alternate falls*. Ireson

338 Adulthood and Aging (1)

This course considers adulthood and aging in American society. The relationship of adults to the social structure and institutions of our contemporary society, the cultural bias about aging and older people and the social psychological significance of aging for interpersonal dynamics will all be explored. Prerequisite: Soc 110. *Spring*. Bjorkquist

348 Social Research Design (1)

Overview of the theories of qualitative and quantitative social research. Covers the first steps in the research process including problem specification, research design, instrument preparation, and pre-testing. Involves possible participation in external research project. Includes lab period. Required for Sociology major. Prerequisites: Two sociology courses. Closed to Freshmen. *Fall*. Ireson

349 Applied Social Research (1)

This course provides students with an overview of the theories and methods of qualitative and quantitative social research. Topics to be covered include: data collection, coding, computer application, statistical analysis, report preparation, and report presentation. Students will gain familiarity with computers and statistical techniques by formulating and testing hypotheses generated from a prepared data set. *Spring*. Heuser

350 Introduction To Sociological Theory (1)

The major goal of this course is to pursue an in-depth exploration of sociological theory. The course examines the historical and social forces that gave rise to the

discipline of sociology and classic sociological theory. The course emphasizes contemporary theory and emerging trends in sociological thinking. Prerequisite: Soc 110 and one other sociology course. *Fall*. Bjorkquist

434 Social Stratification (1)

The aim of this course is to provide students with a strong background in the basic concepts and theories of social stratification. It examines structured social inequality in modern society and is primarily concerned with three basic issues: how inequality is structured, how such structures are maintained, and the consequences that result from structured social inequality. Each of these issues are explored cross-culturally as well as from the American perspective. Prerequisite: Soc 110. *Spring*. Hey

490 Research and Independent Study (1/2 or 1 credit)

This course is intended only for the qualified 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 Sociology (1)

This course provides an opportunity for students to 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: Senior majors or consent of instructor. *Spring*. Staff

497 Thesis (1)

On demand. *Spring*. Staff

499 Senior Seminar in Sociology and Anthropology (1)

Theory and research in sociology as it applies to general and specific areas of study. Particular emphasis is given to contemporary applications. Prerequisite: Senior majors or consent of instructor. *Spring*. Staff

SPEECH COMMUNICATION

A major in Speech Communication is intended to provide an appreciation of the role of rhetoric in the creation and maintenance of human understanding; to promote exploration of the role of the symbol in the human condition; to foster an understanding of the role of communication media in contemporary society; and to enhance the

ability to critique all forms of human communication. The Speech Communication Department works toward these ends in the context of a liberal arts environment.

Courses from the Speech Communication Department that satisfy the General Education requirement are:

ISB 372 Intercultural Communication (Part B)

ISB 319 Mass Media and Society (Part B)

Requirements for the Major

A. Demonstrated proficiency in oral communication,

B. Completion of the following core requirements:

SpCom 150 Public Speaking,

SpCom 231 Rhetorical Theory, and

SpCom 496 Seminar in Speech Communication.

C. One of the following courses in the area of communication theory:

SpCom 135 Communication Theory,

SpCom 242 Leadership and Group Communication,

SpCom 341 Organizational Communication,

SpCom 350 Topics in Speech Communication (if related to communication theory),

ISB 372 Intercultural Communication.

D. One of the following courses in the area of media criticism:

SpCom 232 Persuasion, Propaganda, and the Mass Media,

SpCom 350 Topics in Speech Communication (if related to media criticism),

ISB 319 Mass Media and Society.

E. One of the following courses in the area of rhetorical theory).

SpCom 332 American Public Address,

SpCom 331 Argumentation Theory,

SpCom 333 Political Communication,

SpCom 350 Topics in Speech Communication (if related to rhetorical theory).

F. Two additional courses from the rhetoric, communication, or media criticism categories.

In addition, majors are required to take either SpCom 261 Rhetorical Criticism, Engl 330 Advanced Writing, or both Engl 233 Investigative Writing and Engl 236 Research and Writing. Senior speech communication majors must pass comprehensive written and oral examinations.

Requirements for the Minor

Speech Communication minors must (1) complete the core requirements described above, (2) complete one course in the area of communication theory, and (3) complete one course in the area of media criticism. Minors are encouraged to take SpCom 261, Engl 330, Engl 233, or Engl 236.

The department sponsors an active forensic program for students interested in intercollegiate debate and speaking competition. Work and competition is under the guidance of the Director of Forensics and several forensic assistants.

During their junior and senior years, speech communication majors have the opportunity to participate in internships in political communication, radio and television stations, newspapers, hospitals, public relations and corporate communication departments. Students interested in internships should contact their advisor or the Chair of the department.

FACULTY

Catherine Collins, Professor, Chair

Jeanne E. Clark, Assistant Professor

David Douglass, Assistant Professor

Jeffrey Lukehart, part-time Assistant Professor

Mike McDonagh, Individual Events Coach

Robert Trapp, Associate Professor and Director of Forensics

Kasi Willey, Assistant Director of Forensics and Individual Events Coach

Wesley Woolbright, Assistant Director of Forensics and Debate Coach

COURSE DESCRIPTIONS

061x Intercollegiate Speaking (1/4)

Preparation, practice and competition in intercollegiate speaking. Students travel to tournaments on other campuses. Speaking events include but are not limited to oratory, expository, extempore and impromptu speaking, oral interpretation, and rhetorical criticism. *Every semester.* Trapp

062x Intercollegiate Debate (1/4)

Preparation, practice and competition in debate. Students travel to tournaments on other campuses. Significant research is required. *Every semester.* Trapp

063x Oral Interpretation Activities (1/4)

Preparation, practice and public performance of literature as an individual and in an ensemble. Students present reading hours in school and community settings. *Every semester.* Clark

135 Communication Theory

This course approaches the following questions: (1) Does the fact that the human animal speaks distinguish us from other animals? (2) If so, how is this distinction important to the human condition? Key concepts in the course include the difference between signal and symbol; the characteristics of rhetorical communication; the differences among human, machine, and animal communication; metaphor, narrative, and argument as forms of communication; and the functions of communication. *Fall*. Trapp

150 Public Speaking (1)

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, examinations. *Every semester*. Staff

231 Rhetorical Theory (1)

History and survey of principal theories of rhetoric from Aristotle and Cicero to Burke and Toulmin. *Spring*. Collins

232 Persuasion, Propaganda and the Mass Media (1)

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. *Every semester*. Collins, Douglass

242 Leadership and Group Communication (1)

Principles of small group communication, including leadership development, role functions, decision-making and problem-solving processes, tasks and maintenance dimensions of group interaction. Emphasis on integration of theory and practice through small group presentations, observations and videotape review. *Fall*. Clark

261 Rhetorical Criticism (1)

A writing-intensive course focusing on the criteria and methods for analyzing discourse. General critical forms such as the analysis of situation, argument, structure and style will be addressed, as well as more specialized methods like cultural analysis and Burkean analysis. Students will write papers employing the various methods. *Fall; Spring on demand*. Staff

331 Argumentation theory (1)

This course focuses on reasoned discourse; the techniques for planning and making arguments as well as for the critical analysis of arguments. *Spring*. Trapp

332 American Public Address (1)

An examination of the speakers who shaped and were shaped by the events of American History from Jonathan Edwards, Daniel Webster, Angelina Grimke,

and William Jennings Bryan to Martin Luther King, Jr. A focus on the rhetoric of revolution, reform, and religion. *Fall*. Clark

333 Political Communication (1)

This course develops a rhetorical framework for understanding campaign communication, the symbolic nature of the Presidency, and the way groups and the media control political realities. Language is studied as a symbolic means of creating and projecting images and issues. *Fall*. Collins

341 Organizational Communication (1)

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. *Fall*. Douglass

350 Topics in Speech Communication (1)

This course provides the flexibility to offer special topics of interest in speech communication. Topics might include the rhetoric of war and peace, women's rhetoric, communication ethics, or mass media and the global village. Staff

490 Independent Study (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*. Staff

496 Seminar in Speech Communication (1)

Students and department faculty will read and discuss current research in speech communication. Each student will write and present a major paper. Participation in the seminar and completion of comprehensive examinations will constitute the senior year experience. Minors are not required to take Senior comprehensive examinations. *Fall*. Collins

The following courses also may be counted toward a Speech Communication major:

ISB 319 Mass Media and Society

ISB 372 Intercultural Communications

THEATRE

The Theatre Department has several specific objectives:

For theatre majors, it provides a thorough pre-professional preparation that nourishes the development of artistic sensibilities, methodologies, and crafts, fostering a dedication to inquiry, discipline, and excellence. Department programs prepare theatre majors for advanced theatre training, professional apprenticeships, entry-level work with theatre and other cultural organizations, and/or self-employment in the arts.

For the non-major, Department courses in theatre history, dramatic literature, and the practical performance arts and crafts provide an opportunity to satisfy the Part A, Fine Arts Requirement for university graduation. Additionally, the Department's "open-door" production program affords every Willamette student abundant opportunity for "hands-on" theatre involvement.

The Department supports a liberal arts orientation and believes that interdisciplinary courses and integration of knowledge must be a significant part of every student's education. The introduction of all liberal arts students to the aesthetic process of dramatic presentation facilitates the full integration of theatre into the liberal arts arena. The Department believes that study of theatre is central to the liberal arts, for it reflects the moral issues, political and ethical questions, and topics important to the growth and development of society.

The Theatre Department is located in the Willamette Playhouse. Renovated in 1978-79, the Playhouse is an outstanding educational theatre facilities which includes: the thrust-stage Kresge Theatre, an intimate black-box experimental space, design studio, scenery and costume shops, make-up laboratory, film and video room, acting laboratory, classrooms, offices, and storage.

Courses in the Theatre Department which satisfy the General Education requirement are:

Thtr 110 The Theatre: A Contemporary Introduction (Part A, Fine Arts)

Thtr 112 Costume and Dress Through the Ages: Pre-Christian to Present
(Part A, Fine Arts)

Thtr 215 Major Forms of Drama (Part A, Fine Arts)

Thtr 216 Modern Trends in Drama (Part A, Fine Arts)

The Department of Theatre offers three degrees through the University: the Bachelor of Theatre and the Bachelor of Arts or Science in Theatre.

Requirements for the Majors

The following sections describe Willamette's theatre program as it has been designed in recent years when three degrees were offered—the Bachelor of Arts, the Bachelor of Science, and Bachelor of Theatre. In October of 1991, however, in response to the recommendation of the faculty and administration, the Board of Trustees voted to phase out the Bachelor of Theatre degree. Students enrolled at Willamette during the fall semester of 1991 may still elect the B.T. degree, provided that they declare the major before commencement 1993, and that they maintain normal progress toward completion of the program.

The College plans to move immediately toward the development and implementation of a newly designed and strengthened B.A./B.S. program 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.

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
	8

Acting Emphasis

Acting II	1
Movement	1/2
Three of the following courses: Acting Studio I, Acting Studio II, Acting Studio III, Acting Studio IV	3
Voice Training	1/2
A Dramatic Literature Course	1

Special Studies in Theatre	1
Four courses from three of the following: Art, History, Literature, Music, Philosophy, Psychology, Sociology	4
	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 three of the following: Art, History, Literature, Music, Philosophy, Psychology, Sociology	4
	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
Major Forms of 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: A Computer Science Course (1) or Music-Audiosynthesis and Recording (1/2) plus an additional 1/2 credit Art Studio Course, or equivalent	1
	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 B.A. or B.S. degree as well as a B.T. from Willamette. It is important for such a student to consult the catalog selection on double degrees 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 who wish to utilize theatre study in contexts such as academic scholarship, communications, social services, teacher education or other humanistic studies, or whose career goals are not as explicitly identified as those students seeking the B.T. degree.

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, including proficiency in English and mathematics and the seven credit General Education Program.

Acting I	1
Stagecraft I	1/2
Directing I	1
Theatre History I or II	1
Theatre Criticism	1
Studio (Tech or Acting)	1
Stage Make-up	1/2
Scene Design	1
	7

One credit from the following:

Acting II (1), Voice Training (1/2), Stagecraft II (1/2), Lighting Design (1), Advanced Make-up (1/2)	1
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Related Area Requirements:

Dramatic Literature	2
A Western Civilization Course	1
An Art or Music History Course	1

4

Recommended:

Psychology of Personality
 Art Performance Courses
 Music Theory or Performance Courses
 Sociology or Anthropology Courses
 History or Religion Courses

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.

All students minoring in Theatre will take: Theatre 110 and four additional credits to be selected from one of the following options:

A. Critical Emphasis: Theatre 215 or 216, 231 or 232, 141 and 491.

B. Technical Emphasis: Theatre 01X, 130, 155, 165, 216, and 240.

Faculty

Christopher L. Harris, Associate Professor, Chair

Rocco Dal Vera, Instructor

Susan Lilly, Instructor (part-time)

Maria Lu, Instructor (part-time)

Susan McFadden, Instructor (part-time)

Bruce Peterson, Instructor



COURSE DESCRIPTIONS

010X Theatre Practicum (1/4-1/2)

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 to be granted. *Every semester.* Staff

020X Dance Practicum (1/4)

The major focus will be on the learning of specific dances. There will be additional attention to theatrical elements needed to support dance presentation or productions, including but not exclusive to participation in selected activities from the related areas of costume, light, sound, and makeup design. Prerequisite: Fall audition. *Spring.* McFadden

110 The Theatre: A Contemporary Introduction (1)

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 and spring.* Staff

112 Costume and Dress Through the Ages: Pre-Christian to Present (1)

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.* Lilly

130 Directing I (1)

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.* Staff

140 Acting I (1)

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.* Staff

141 Acting II (1)

Study of major realistic/naturalistic acting theory. In-depth exploration of play and character analysis, directing technique, and ensemble work. Prerequisite: Thtr 140. *Spring*. Staff

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. Prerequisite: Thtr 155. *Spring*.

180 Beginning Jazz Dance (1/2)

Class participation in basic Jazz techniques. Develops students' understanding of Jazz dance as an expressive art form. *On demand*. McFadden

181 Fundamentals of Ballet (1/2)

Class participation in basic techniques of ballet. Develops an understanding of the ballet aesthetic. *On demand*. McFadden

182 Fundamentals of Modern Dance (1/2)

Class participation in basic modern dance technique. Through developmental exercises and dance combinations, the students are introduced to modern dance as an expressive medium of art. *On demand*. McFadden

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*. McFadden

184 Classical Ethnic Dance (1/2)

This course will give beginning dance students an introduction to variations of dance styles. These will include classical dances from various cultures. *Every spring*. Lu

215 Major Forms of Drama (1)

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*. Staff

216 Modern Trends in Drama (1)

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*. Staff

230 British Theatre History (1)

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*. Staff

231 Theatre History I: Beginning to 1650 (1)

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*. Staff

232 Theatre History II: 1650 to Present (1)

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*. Staff

233 Fundamentals of Costume Design (1)

First semester, open to all majors. Covers script analysis, design process, rendering, presentation, fabric dying techniques, and basic construction principles. Costume through the Ages helpful but not necessary. *Spring*. Lilly.

234 Dance Composition (1)

An introduction to principles of composition in dance. Students are introduced to methods of structuring movement in order to create original dances. Principles of choreography and composition are applied to practical tasks in dance making. Prerequisites: A minimum of 3 courses in ballet, jazz, modern or ethnic dance, one of which must have been Theatre 282 (Modern) or Theatre 283 (Jazz) or consent of the instructor. Closed to freshmen. *Alternate springs*. McFadden

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*. Staff

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*. McFadden

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*. McFadden

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*. Staff

340 Acting Studio I (1)

Advanced theatre training designed to allow individual, in-depth exploration of the realistic acting process, play and character analysis, and ensemble work. Intended primarily for upper class theatre majors. *Alternate falls*. Staff

341 Acting Studio II (1)

Advanced theatre training designed to allow individual, in-depth exploration of the comedic acting process, play and character analysis, and ensemble work. Intended primarily for upper class theatre majors. Prerequisite: Thtr 140 or consent of instructor. *Alternate springs*. Staff

342 Acting Studio III (1)

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. *On demand*. Staff

343 Acting Studio IV (1)

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. *On demand*. Staff

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*. Staff

355 Fundamentals of Scene Design (1)

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. *Spring*. Harris

356 Fundamentals of Stage Lighting (1)

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 (1)

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 355 and consent of instructor. *Fall*. Harris

358 Scene Design/Production Studio II (1)

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*. Harris

435 Seminar in Contemporary Theatrical Criticism (1)

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. *On demand.* Staff

480 Directing II (1)

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 springs.*

491 Special Studies in Theatre (1)

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. *Every semester.* Staff



SECTION III

**Student Life
Admission
Tuition and Expenses
Financial Aid**

STUDENT LIFE

The Student Affairs Staff makes a unified effort to provide a high quality of life for students. Specifically, the program seeks to (1) expand student involvement in campus life through the development of a comprehensive activities program and a student self-governance system; (2) develop a well informed residence hall staff possessing peer counseling and leadership skills; (3) enrich residential and campus life emphasizing faculty-student contact outside the classroom; (4) provide personal, academic and career advisement to help students assume responsibility for their own decisions, behavior and the atmosphere of the living environment; (5) help maintain a safe and secure campus environment; (6) offer a variety of opportunities for growth in understanding of religion; (7) provide support for the special needs of ethnic, international, disabled and non-traditional students.

Coordinated by the Vice President for Student Affairs, the following offices are part of Willamette University Student Affairs: Admission, Athletics, Campus Safety, Counseling and Career Development, Health Center, International Student Affairs, Multicultural Student Affairs, Religious Life, Residence Life, and Student Activities.

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, while continuing to support diversity and independence among the residents.

An in-residence staff of Resident Directors and Resident Assistants 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 and recreational facilities. Beginning in the 1992-93 academic year, student meals will be provided in the new dining commons, conveniently located for all campus residents. There are 18 separate living units on the campus, including six national fraternities and three national sororities. Willamette students also live in Kaneko Hall on the

adjacent Tokyo International University of America campus, sharing rooms with Japanese roommates as a part of a cultural exchange that brings half of the visiting TIUA students to the Willamette dormitories to share rooms with American students. These international living arrangements are a distinctive part of Willamette University life, and they have become the basis of many deep and lasting international friendships.

New students are assigned residence accommodations in priority order based on the date their advance 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 spouses.

Career Development

The Career Development office assists students and alumni with career and life planning on individual and group bases, and works closely with faculty advisors when appropriate. Regularly scheduled workshops and programs are offered throughout the school year covering such issues as resume writing, job search strategies, interviewing skills, choosing a major and applying to graduate schools. Every two weeks the Center publishes *Opportunity Knocks*, a newsletter of current job listings advertised in regional newspapers, and distributes it free to all seniors.

The Career Resource Center contains abundant materials on careers, graduate/professional school programs, employers, internships, opportunities abroad, and job search advice. Part-time jobs, summer jobs, internships and full-time opportunities are posted in the CRC regularly. SIGI+, a computerized career assistance tool, is housed in the CRC and is used regularly by students and alumni to help identify career plans and options.

Willamette University is a founding member of the Oregon Liberal Arts Placement Consortium (OLAPC), a cooperative placement organization of eight schools founded to serve liberal arts students. A career information and job fair is held every year to provide information, internship and employment opportunities for our students. Approximately 100 employers have participated in past years.

The Career Development Center also provides a Credential File Service for all currently registered students and alumni, and in cooperation with the Alumni Office, provides referrals for job-seeking students to alums working in a similar field of interest or particular geographical area.

Multicultural Student Affairs

The Office of Multicultural Student Affairs is a campus resource center for both multicultural issues and issues for people with disabilities. The office provides programming and support services for ethnic, non-traditionally-aged,

gay/lesbian, and disabled students. Services include campus orientation, cultural/personal counseling, and tutoring. Several organizations are sponsored by this office: Unidos Por Fin; American Indian Student Association; Hawaii Club; GALA, (the Gay/Lesbian Student Alliance); and the Black Student Organization.

International Student Affairs

This office provides support services and programming for international students at Willamette, as well as immigration advising for students at the adjacent Tokyo International University of America. Advice on immigration issues, tutorial assistance, personal counseling, and programming are all coordinated through this office, as is the advising for WISA (Willamette International Student Association). WISA activities include undergraduate international and U.S. students, students from Tokyo International University, and students from the College of Law and the Graduate School of Management. Additionally, this office acts as a resource for U.S. students who are interested in international matters, meeting with international students, and working collaboratively on international events. Major annual programs include a fall international dinner and a spring international festival. Other activities occur on a smaller scale throughout the year.

Religious Life

True to its heritage as a United Methodist-related university, Willamette affirms the significance of religion in personal and social life, while at the same time rejecting narrow sectarianism. Consequently, it offers a variety of voluntary opportunities for growth in religious understanding, commitment and action. The Office of the Chaplain organizes worship, speakers, forums, and discussion groups (such as the "Seekers," an informal organization especially for United Methodists and members of other mainline traditions). It is also the University liaison with the various denominational and parachurch groups on campus, among which are InterVarsity Christian Fellowship, Campus Ambassadors, Rejoice!, International Students Incorporated, Fellowship of Christian Athletes, Newman Club (Roman Catholic), Jewish Student Union, the Latter Day Saints Student Association, the Christian Science Organization and the Christian Legal Society. Depending on enrollment and interest, other groups (e.g., Muslims and Buddhists) may receive organizational support from the Office. The Chaplain also provides counseling for students making vocational decisions (particularly those interested in the ministry and other helping and social change professions), for couples preparing for marriage, and for those wrestling with religious issues.

Volunteer Opportunities

The increasing number of Willamette students interested in community service find fulfillment in a wide range of Salem agencies and projects. The

School for the Blind, the Salem Literacy Project, the YMCA Big Brother/Big Sister Program, the Women's Crisis Center, and the State Hospital are a few of the places where students have worked. The student-led Community Outreach Program, supported by the Student Activities, Residence Life and the Chaplain's Offices, is currently evolving into an on-going and even stronger university program underwritten by a federal Action Grant.

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 and offers educational programming in the residence halls.

Staff includes one full-time certified nurse practitioner, two part-time nurse practitioners, two registered nurses, and a physician who serves as Medical Consultant. In our desire to offer the best possible health care service, outside health care providers are used as necessary.

Campus Safety

The University seeks to provide a safe and secure environment for members of the campus community. To achieve this 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 many 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 the University by providing practical experiences in a living 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 Weekend, weekly convocations featuring celebrated speakers and performers, Freshman Glee, College Bowl, Honors and Awards Program, coffeehouses, and outdoor programs. Student organization formation, university recognition, and program advising are also coordinated through the Student Activities Office.

Students interested in leadership positions or skill development are encouraged to visit the Student Activities 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 meeting place for members of the Willamette University community. The University Center serves students, faculty, staff, 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 University Center also houses the Bistro, the student run coffeehouse, and the bookstore.

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.

Committees of student government include the Activities Board, Election Board, Finance Board, Publications Board, and Collegian 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 manner. 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 faculty and administrators to plan and implement cooperative programs for the campus community.

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. In addition, the EPC provides funding for speakers to augment the academic programs and for

speakers and programming in support of the annual Expressions (celebration of ethnic cultures), the Understanding Gender Perspectives Program, and the International Extravaganza.

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 weekly by the Associated Students, the paper represents the student life and opinion at Willamette.

The *Wallulah*, the undergraduate yearbook, is published annually by the Associated Students. It is a volume composed of pictures and comments from the student viewpoint on the current year's activities.

The campus literary magazine, *The Jason*, contains original essays and poems by Willamette students, faculty and alumni. The Jason II, also published annually, is an academic journal representing the best in student scholarship.

Greek Organizations

Willamette University has an active Greek system consisting of six fraternities and three sororities, all of which are nationally recognized. Beta Theta Pi, Delta Tau Delta, Kappa Sigma, Sigma Alpha Epsilon and Sigma Chi Fraternities and Alpha Chi, Delta Gamma and Pi Beta Phi Sororities maintain on-campus housing. Phi Delta Theta Fraternity is also recognized by Willamette; however, it does not maintain housing on campus.

All fraternities and sororities are represented through the Inter-Fraternity and Panhellenic Councils respectively. Advisement for the Greek system is provided through the Office of Residence Life.

Athletics

Willamette has 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. Willamette's varsity athletes compete within the Northwest Conference of Independent Colleges with affiliation in the National Association of Intercollegiate Athletics (NAIA).

An active intramural program is offered for both men and women who represent living organizations, graduate schools, faculty and staff, and Tokyo International University of America. The intramural program consists of five team sports each for men and women, eight individual activities for men and women, and three coed sports.

Honor Societies

In order to recognize outstanding achievement in the various academic disciplines, 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 10 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 scholastic 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 national 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.

Parents 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 in 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.

Gender Perspectives Program: A symposium designed to explore issues and concerns of women and men in a changing society.

Other Events: College Bowl, leadership workshops, Honors and Awards Program, Intime Theatre, Comedy Nights at the Bistro, Friday Night Club, Willamette Screening Room film series, dances, health fair, movies, Off the Block Club, Greek Week, Expressions, and International Extravaganza.

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 endeavor to maintain and improve a campus climate that generates enthusiasm for learning and respect for human

dignity, to represent the University in the broader social community in a manner consistent with the principles and purposes of the University, and to respect University standards in the governance of their conduct. Standards of conduct are applicable to all members of the University community including 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 community. 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 University 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 to provide all members of the campus community with information governing campus conduct and judicial procedures.

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 network 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; annual 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 Waller Hall. 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 80 transfer students are enrolled for the Fall Semester from a group of 1,700 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 3.2.

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 achievement, interesting personal qualities, social awareness and ethnic, 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 four year of college preparatory English, and three years each of foreign language, laboratory science, social studies or history, and college preparatory mathematics. 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. It is expected that students' work in academic subjects will

include Honors, AP, or accelerated courses in at least one subject where this is available in the secondary school curriculum.

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 by February 15 (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 15).
3. Freshman applicants should take either the Scholastic Aptitude Test (SAT) or American College Test (ACT) by 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 February 15 (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. The deadline for filing all application materials is February 15. Applicants who meet this deadline will be notified of the admission decision no later than April 1. Late applications are considered on a rolling basis after April 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:

1. An Application for Admission accompanied by a \$25 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 counselor or teacher.
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4. Standardized test results from the Scholastic Aptitude Test (SAT) or the American College Test (ACT).

To apply for admission as a *transfer* student, the applicant must submit:

1. An Application for Admission accompanied by a \$25 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 demonstrated a strong record of academic achievement 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.

Although students admitted with an Associate of Arts degree from an accredited Oregon community college will be automatically granted fifteen Willamette credits (junior standing) upon entrance, satisfaction of specific general requirements, proficiencies and major requirements will be determined on the basis of a course-by-course evaluation of the transcript(s).

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. Early decision applications cannot be filed at more than one college. However, students applying to Willamette under the Early Decision Plan are permitted to file regular admission applications at other schools as "back up." Once admitted to Willamette, Early Decision applicants are expected to withdraw any other applications filed. The benefits to an Early Decision candidate are several. First, financial aid awards to Early Decision candidates are made 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 admitted on the Early Decision Program may still be admitted at a later date by the regular admission procedures.

The application deadline for Early Decision candidates is December 15. The Office of Admission agrees to notify the student by January 15 (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 in early February, providing the appropriate federally-approved needs analysis form has been received by the Office of Financial Aid. Early Decision candidates should file the Financial Aid Form (FAF) promptly after January 1.

Honors at Entrance

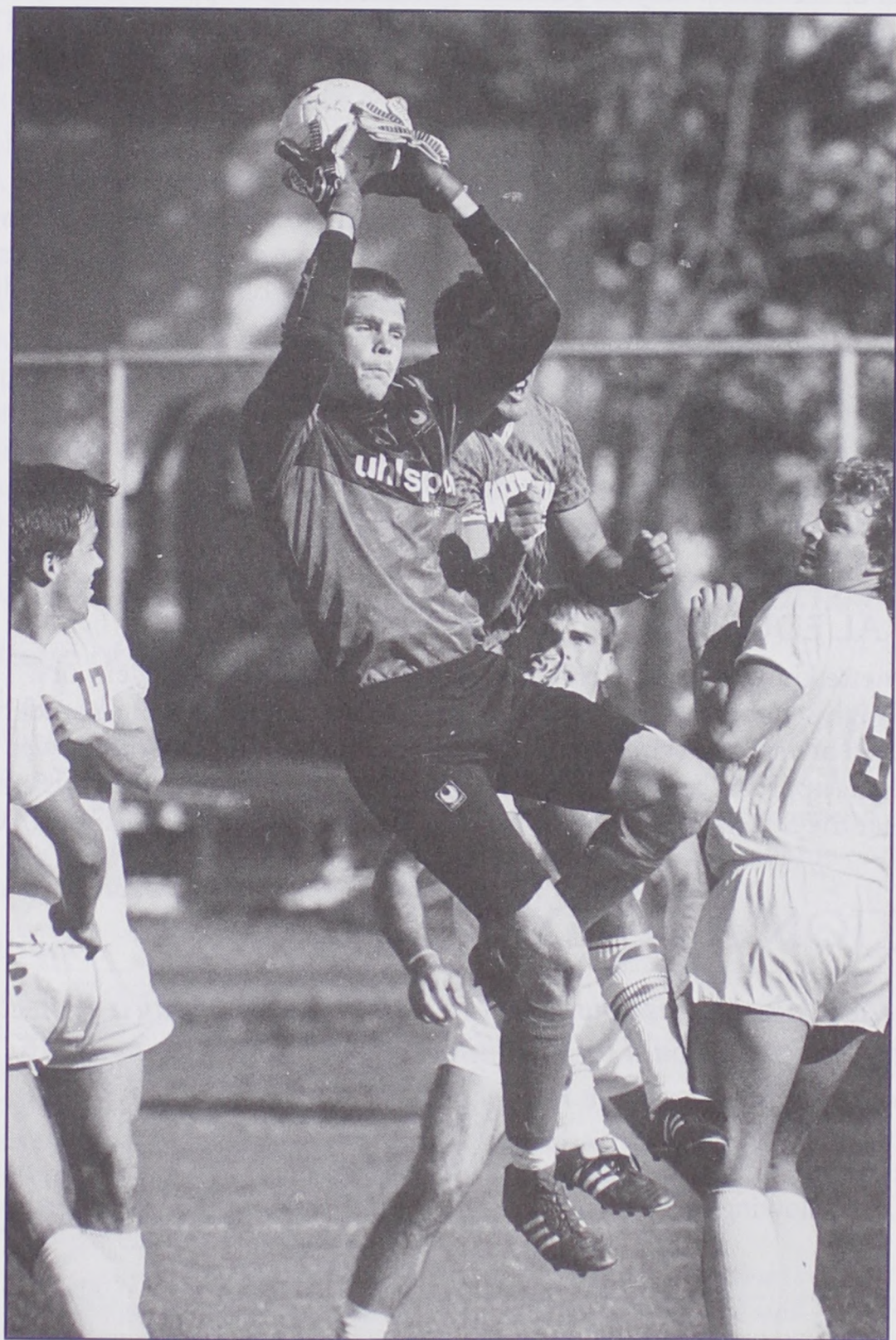
Some entering freshmen with distinctive backgrounds are awarded Honors at Entrance by Willamette University. Criteria used in selecting students to be so honored include scholarship, activities, citizenship and other indications of potential for outstanding contributions in college. Honors at Entrance are awarded without regard to financial need and students so designated are eligible to apply for an Elmer and Grace Goudy Merit Scholarship. Only applicants with solid subject GPAs of 3.6 or higher and a combined SAT score of 1,100 (with minimum Verbal and Math scores of 500 each) or an ACT composite score of at least 26 (with minimum English and Math scores of 24 each) 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 which is not accepted for Willamette University credit). The amount of credit will be determined by the appropriate department. All entering music students (freshmen and transfers) must take a theory placement exam which is administered on campus each semester before registration.

INTERNATIONAL BACCALAUREATE

The University also encourages participation in the International Baccalaureate program as offered in many schools overseas and, increasingly, the U.S. Willamette University will grant one credit (one credit = four semester hours) of lower division credit for each Higher Level examination passed with a score of 5, 6, or 7. Willamette will also grant one credit of elective lower division credit



for the Theory of Knowledge if a student has received the IB diploma. A maximum of six credits may be granted. IB credit may be applied to major and minor programs with the approval of the academic departments concerned. Students can, therefore, earn nearly one year of University credit for IB work.

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 schools 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.

GENERAL EDUCATION DIPLOMA (GED)

Willamette University does recognize the G.E.D. as the equivalent of a standard high school diploma for purposes of admission, providing a student has received an average score of 60 or higher and no individual score lower than 55. Students applying as freshmen with G.E.D. results must also submit results from either the Scholastic Aptitude Test (SAT) or American College Test (ACT).

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 1991-92 school year.

Tuition	\$12,400
Fees	\$80
Room and Board	\$3,950
Health Insurance (optional)	\$170
Books (estimated)	\$350
Personal Expenses (estimated average)	\$720
Total	\$17,670

Health insurance coverage is optional. Students can be exempted from health insurance 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\$25

A non-refundable fee charged to cover the costs of processing and evaluating the application file.

Advance Deposit\$200

A non-refundable deposit which ensures an entering student's position in the class and on housing and registration lists. \$150 of the amount is applied toward the student's first semester bill. The remainder is kept on account with the University as a deposit to cover charges for library fines, etc. After a student has completed one full semester at Wil- lamette, 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\$40

(All undergraduate students taking more than one and one-half credits are required to hold membership in the associated Students of Wil- lamette University. This membership entitles the student to attend all home athletic events and to participate in and enjoy the benefits of the many student activities and social events.)

Tuition

College of Liberal Arts, for regular students

taking 3 to 4-1/2 credits\$6,200

Each 1/2 credit over 4-1/2 credits\$689

Special Music Fees: Non-Major, Full-Time

Private Instruction, 1/4 credit (15 1/2 hour lessons per semester)\$175

Less than a full semester, per lesson\$15

Late Registration Fee

If a student fails to complete registration through the Business Office by 4 p.m. of the day designated to pay fees each semester, he/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	\$344.50
One half (1/2) credit	\$689.00
Three fourths (3/4) credit	\$1,033.50
One (1) credit	\$1,378.00
One & one fourth (1-1/4) credit	\$1,722.50
One & one half (1-1/2) credit	\$3,101.00
One & three fourths (1-3/4) credit	\$3,618.00
Two (2) credits	\$4,134.00
Two & one fourth (2-1/4) credits	\$4,651.00
Two & one half (2-1/2) credits	\$5,168.00
Two & three fourths (2-3/4) credits	\$5,685.00

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

\$1,975 (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. (Note: With the completion of the new dining commons, it is anticipated that the meal options will change and expand beginning in 1992-93. The University will provide details of these options, including new rates, as they are determined.)

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 fee payment day each semester and are paid to the Business Office. Accounts can be considered paid at fee payment if an approved payment plan (see Semester Plan) is established with the Business Office. The University also makes available deferred payment agreements through two off-campus agencies that allow for payment plans from one to four years. The University considers the off-campus agency plans to be an inexpensive, effective way for families to spread their payments over a longer period of time. Please contact the student accounts office (503-375-5308) for more information about deferred payments. Students may not take examinations, receive grades, 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 billing 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 through the University:

Semester Plan

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, and December 1. The dates for payments for spring are at registration, February 10, March 10, and April 10. There is a \$30 charge per semester for all deferred payment plans.

1991-92 Total Semester Cost (with insurance)

Students living on campus:

19-meal/Multiple Room\$8,330

19-Meal/Single Room\$8,655

Students living off campus\$6,355

Examples

<i>Options</i>	<i>Pay at Registration</i>	<i>Three Equal Payments</i>
Multiple/19 meals	\$4,166	\$1,388
Single/19 meals	\$4,329	\$1,442

Off Campus\$3,178\$1,059

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

Students are admitted to Willamette with the understanding that they will remain until the end of the semester unless unforeseen circumstances necessitate their withdrawal or unless they are dismissed or suspended.

If a student decides to withdraw from the University or from individual courses and the withdrawal causes them to fall from full-time to part-time status the following refunds of tuition will be allowed:

During the First Two Weeks	80%
During the Third and Fourth Weeks	60%
During the Fifth and Sixth Weeks	40%
After Six Weeks	-0-

In the case of withdrawal from Willamette, students are responsible for room and meals through the date of withdrawal or departure (whichever is later) on a pro-rated basis of 105 days. Student body fees will be refunded based on the tuition refund percentage. Health insurance will not be refunded and financial aid will be pro-rated according to regulatory guidelines.

All refunds of tuition are effective from the date that application for refund is approved by the Registrar, and not from the date attendance is discontinued.

A student who feels that circumstances warrant an exception to this refund policy may make an appeal to the University Registrar (the appeal process is described in the Student Handbook).

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.

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 various independent processing agencies on one of several federally-approved needs analysis forms. Among the federally-approved forms are: the College Scholarship Service's Financial Aid Form (FAF); ACT's Family Financial Statement (FFS); the SingleFile form; the Student Aid Application for California (SAAC); etc.

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 independent processing agencies determine the family contribution with an analysis of the information provided on the federally-approved needs analysis forms. Although family income is generally the major criterion used to assess the family contribution, other factors are considered, including: assets, indebtedness, number of family members, unusual medical expenses, number of other family members attending college at the same time, etc.

Willamette is pledged to try to meet 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 according to a federally dated uniform methodology applied to information submitted on the an appropriate needs analysis form, there are some programs for which need is not a criterion. These include our scholarships for National Merit, National Hispanic and National Achievement Finalists, Semifinalists and Commended Students; G. Herbert Smith Presidential Scholarships; Minority Achievement Scholarships; and the Elmer and Grace Goudy Scholarships. 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. These awards 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 and financial aid materials by February 15 will be given maximum consideration for financial aid. Students already enrolled should make application directly to the Office of Student Financial Aid.

File a federally-approved needs analysis form. Submit the completed form according to the instructions on the form, requesting that a copy be sent to Willamette University. These forms should be submitted as soon after the first of January as possible to ensure that the needs analysis can be completed by March 1. These forms are 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; a needs analysis form must be completed for need-based assistance, etc. A Willamette University Common Scholarship Application is required from students wishing to be considered for the following merit awards: G. Herbert Smith Presidential Scholarships; Elmer and Grace Goudy Scholarships; Hallie Brown Ford Scholarships; Mel Goode Scholarships; Minority Achievement Scholarship; Alumni Honors Scholarship; and Collins Community College Scholarship. This form is provided in the Viewbook or can be requested from the Offices of Admission and Student Financial Aid.

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 may 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 satisfactory progress towards graduation, as determined by the Academic Status Committee, in order to maintain eligibility for aid. A student who is not making satisfactory academic 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 February 15 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 except those Early Decision candidates who have applied for University merit awards. Merit award selection will not be made until April and students will be notified by April 15. Returning students will be notified in late May or early June. Those applicants who do not file all materials by February 15 will be awarded financial assistance on a rolling basis 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. Grants range from \$200 to \$2,400.

Supplemental Educational Opportunity Grant (SEOG)—Awarded by Willamette from federal funds to students with exceptional financial need.

Perkins Loan (formerly NDSL)—Loans range from \$500 to \$2,250 per year, depending upon need and availability of federal funding. Total undergraduate borrowing may not exceed \$9,000. Interest is 5%. Interest does not accrue nor repayment begin until a student graduates or withdraws from school.

Stafford Loan (formerly GSL)—These loans are made by private lenders such as banks and savings and loan associations. Loans range from \$500 to \$4,000 per year, depending upon a student's need and year in school. Repayment and

interest at a rate of 8% begin six months after a student ceases to be enrolled at least half-time. Total undergraduate borrowing may not exceed \$17,250.

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 average \$800.

Oregon Need Grant—Grants range from \$450 to \$1,600.

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.

United Methodist Sources

Active members of the United Methodist Church, Willamette's founding denomination, may be eligible for scholarships (including special ethnic scholarships) and low interest loans from the national church. In addition, Willamette has two special scholarships designated for United Methodists, the Bortzmeyer and Reynolds Scholarships. Details on both church and university awards are available from the Director of Financial Aid.

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. Most require a separate application:

G. Herbert Smith Scholarships—To be eligible to apply students must 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. A minimum of \$5,500 per year will be awarded to each student selected; with need, the amount will range up to full tuition.

Willamette University Scholarships for National Merit, National Hispanic and, National Achievement Finalists—All students designated as Finalists in the National Merit Scholarship Program who list Willamette University as their first choice, and Finalists in the National Hispanic and National Achievement Scholarship Programs will receive a minimum of \$5,500 per year for four years. With need, the scholarship will range up to full tuition.

Willamette University Scholarships for National Merit Semifinalists—All students designated as Semifinalists (or Finalists not listing Willamette University as their first choice) in the National Merit Program will receive \$3,000 per year for four years.

Willamette University Scholarships for National Merit and National Achievement Commended Students—All students who are named Commended Students in the National Merit and National Achievement Scholarship Programs will receive \$3,000 per year for four years.

Elmer and Grace Goudy Merit Scholarships—Entering freshmen admitted with Honors at Entrance are eligible to apply for this two-year scholarship using the Willamette University Common Scholarship Application. Awards range from \$3,500 to \$6,500 per year.

Alumni Honors Scholarships—Entering freshmen admitted with Honors at Entrance who have demonstrated financial need are eligible to apply using the Willamette University Common Scholarship Application Form. Awards range from \$1,000 to \$6,500 per year.

Minority Achievement Scholarships—Using the Willamette University Common Scholarship Application Form, students from under-represented groups (American Indian, African American, Asian American and Hispanic American) will be selected on the basis of academic achievement and cultural, school or community participation. Awards range from \$1,000 to \$4,000 per year.

Collins Community College Scholarships—Transfer students from Oregon community colleges are eligible based on need and superior academic records. Application is made using the Willamette University Common Scholarship Application form.

Music Talent Awards—Any student who intends to participate in a performing ensemble at Willamette University, regardless of his/her intended major,

may audition for a Music Talent Award. Awards are renewable, based on continued ensemble participation.

Forensics Talent Awards—Students who have demonstrated outstanding achievement in debate and forensics activities in high school are eligible to apply. Students must plan to continue their participation in Willamette's forensics program. Awards are renewable.

Theatre Talent Awards—To be eligible, students must have demonstrated outstanding achievement in theatre activities during high school and must plan significant participation in the theatre program at Willamette. A separate application is required. Awards are renewable, based on continued contributions to Willamette's theatre program.

Through the generosity of various groups and friends, Willamette offers a number of other prizes and awards for achievement in the different fields of college 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 available through Willamette University, follows. Unless indicated previously, there is no separate application required for most of the prizes, awards and scholarships. Where the scholarship is based on performance in a particular discipline or activity, this has been noted. The recipients of these scholarships, prizes and awards are selected by the University; no separate application process is necessary.

Scholarships

Ruth Buche Allen (History)

Charles D. Allis (Economics)

Alumni Honors

Philip C. Armstrong (Biology)

Vera M. Armstrong

Myrtle L. Atkinson

Atkinson Fund for California Bay Area Students

Edgar F. Averill (Athletics)

Elizabeth Baker and Lavina Wheeler

Annie M. Barrett

Bishop Bruce R. Baxter

Bruce R. Baxter

Ruth Bedford

Howard C. and Mae C. Belton

Lester J. and Ida May Bennett (Ministry or Sociology)

Walter Blake (Athletics)

Lelia S. Bortzmeyer (Methodist Ministry)

Charles and Barbara Bowles (Track or cross country)

Julius J. and Joanna Brauer

Violet Burlingham Mu Phi Epsilon (Music)
Ellen J. Chamberlain and Julia L. Schultz (Music)
Claude E. Chandler, M.D. and Martin W. Grefnes (Pre-Medicine)
Chevron Merit Award
Chi Omega
Chiles Foundation
Class of 1932
Class of 1933
Gilbert J. Clausman (Music)
Jack R. Clumeck (Athletics)
Beuford S. Cole
Mary L. Collins
Spencer Collins W.U. Honors
William D. and Phina Collins (Ministry or Religion Education)
Edwin and June Cone (Senior)
A. Gale Currey (Female Athletics)
Covert Family (Music)
Denison
Mary L. Denton (Piano)
Max and Susan deSully
Mary A. and Martin Dietz
Paul Duell (Chemistry)
Margaret Klund Earnheart
Mary Eyre (Salem)
Hallie Brown Ford
Mabel H. Fraer
Richard K. Frederick (Music)
M. Clare Geddes
Mel Goode (Albany)
Elmer and Grace Goudy Merit
George H. Grabenhorst
John D. Gray (Economics)
Robert Gregg
Richard S. Hall (Mathematics)
Mark O. Hatfield (Political Science)
Timothy C. Hawkins (Athletics)
Hearst Foundation
Louise Findley Heinl
Lloyd and Grace Tyler Hockett
Bernice J. Hoffman
Shannon Hogue (Speech)
Home
Elizabeth Hovelburg Jaqua

Esther Huffman (Art)
Norman Huffman (Art)
Leonard D. Jaqua
Cleve Keas
Spec Keene (Athletics)
Richard E. Kerr
Peter and Bonnie Scott Kremer
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. Lillig
Theodore Loder (Athletics)
Dr. R. Ivan Lovell (History)
Chester A. Luther (Mathematics)
Helen Yeomans Luther (Foreign Languages)
Nelda F. Mattson (Music)
Charles E. McCulloch
James Newton McCurdy (Ministry)
Meier and Frank Corporation
Ferne and Brooks Moore
Mary Putnam Mort
Charles and Valona Moser
Dan Mosee
Mulligan Fund
Mu Phi Epsilon (Music)
National Merit Commended Students
National Merit Finalists and Semifinalists
Hazel Newhouse (Gresham)
Dr. George Allen Odgers
Operation Mid-Point
Bob Packwood (Political Science)
Mary Parkinson (Ministry)
Morton E. and Jessie G. Peck (Biology)
Harry F. and Z. Irene Pemberton
Dorothy Ann Perkins (Music)
James H. Polhemus
Russel and Alice Pratt
Presser Foundation (Music)
Robert Purbrick (Physics)
Ralph Purvine (Pre-med)
Katie Redmond Memorial

Reynolds Trust Fund of United Methodist Church
Ernest C. and Myrta A. Richards
Bernice Rise (English)
Nellie Lavina Roberts
Leta O. Roehl (German)
Frederick L. Rose (Music)
Wilson Henry Scott
Sigma Tau Memorial
G. Herbert Smith
Marie C. Smith
William B. Smullin
Sorority Scholarship
Lestle J. Sparks
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)
Clarinda Topping (Music)
Town and Gown (Music)
Max D. and Rose E. Tucker
United Methodist Church
Alma Rhorer Vinson
Florian Von Eschen (Chemistry)
Glen C. Wade (Music)
Helena Willett Wallace (Music)
Nancy Black Wallace (Music)
E. Jerry Whipple
WU Half Century
Dr. Robert and Pauline Wulf
William Wallace Youngson

Prizes and Awards

Joseph H. Albert

J.H. Booth (Athletics)

Mark O. Hatfield

T.C. Jory (Mathematics)

Dorothy Ann Perkins

Colonel Percy Willis

Paul H. Doney (Speech/Forensics)

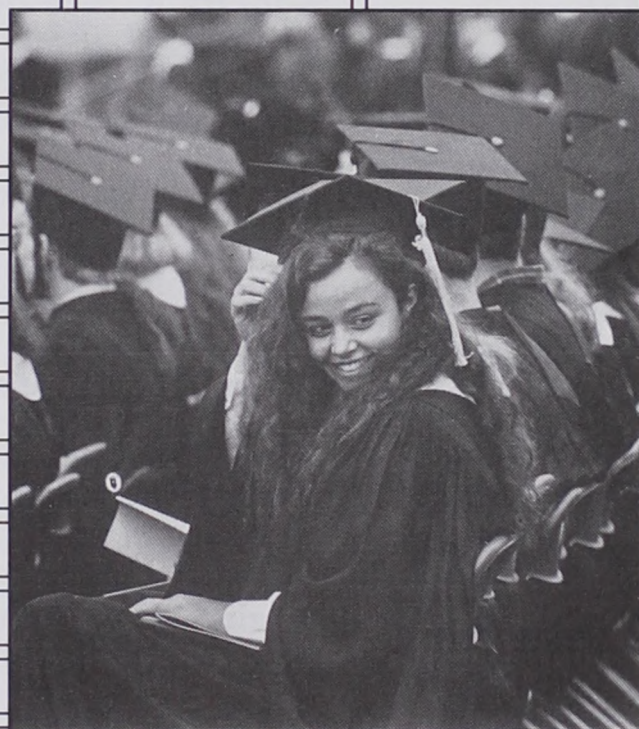
Sidney Schlesinger (Political Science)

T.E.D. Shay (Economics)

Rex A. Turner

Chester F. Luther (Mathematics

Senior)



SECTION IV
Faculty and Administration
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FACULTY AND ADMINISTRATION

Note: Faculty members joined Willamette University during the year following their names; they assumed the current position in the year at the end of the entry.

ACTIVE FULL-TIME FACULTY

Sara E. Amato, 1989 B.A., Middlebury College; M.L.S., Southern Connecticut State University. Assistant Librarian, 1989.

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. Professor of Law, 1988.

Suresht R. Bald, 1981 B.A., M.A., Delhi University, India; Ph.D., Harvard University. Professor of Political Science, 1991.

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. Professor of Music, 1987.

Richard Biffle, 1991 B.A., University of California Riverside; M.A., Eastern Michigan University; Ph.D., University of New Mexico. Assistant Professor of Education, 1991.

Roberta A. Bigelow, 1986 B.A., Macalester College; Ph.D., University of Wisconsin. Assistant Professor of Physics, 1986.

Adele L. Birnbaum, 1963 A.B., University of Illinois; M.A., Bryn Mawr College. Professor of English, 1990.

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.

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.

Donald R. Breakey, 1954 B.S., Willamette University; M.S., Michigan State University; 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.

James P. Brik, 1973 B.A., M.P.E., Idaho State University; Ed.D., Oregon State University. Associate Professor of Physical Education, 1985.

Christina P. Brink, 1984 B.A., Willamette University; Ph.D., Duke University. Associate Professor of Chemistry, 1989. (Leave of Absence 1991-92).

H. Joseph Broeker, 1982 B.S., M.S., Washington State University; Ph.D., University of Oregon. Head 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.

Lisa P. Buckmaster, 1987 B.A., University of Portland; M.S., Portland State University; J.D., Lewis and Clark College; Ph.D., University of Kansas. Assistant Professor of Psychology, 1987.

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. Assistant Professor of Physical Education, 1985.

Maureen B. Callahan, 1989 B.A., University of California, Santa Cruz; J.D., University of Chicago. Associate Professor of Law, 1991.

David L. Cameron, 1990 B.S., Massachusetts Institute of Technology; J.D., Northwestern University. Assistant Professor of Law, 1990.

Julie Ann Carson, 1988 A.B., University of Michigan; M.A., Wayne State University; Ph.D., Indiana University. Dean, College of Liberal Arts and Professor of English, 1988.

Frances H. Chapple, 1966 B.Sc., Ph.D., University of Bristol, England. Professor of Chemistry, 1979.

G. Marc Choate, 1974 B.A., M.B.A., Ph.D., University of Washington. Professor of Finance and Business Economics, 1981.

Jeanne E. Clark, 1986 B.A., Wheaton College; M.A., University of Arizona. Assistant Professor of Speech Communication, 1986.

Mary V. Cleland, 1990 B.A., M.L.S., University of Washington. College of Law Computer Services Librarian, 1990.

Jean-David Coen, 1986 B.M., The Juilliard School of Music; M.M., Yale School of Music; D.M.A., University of Southern California. Assistant Professor of Music, 1986.

Catherine A. Collins, 1981 B.F.A., Pacific Lutheran University; M.A., University of Arizona; Ph.D., University of Minnesota. Professor of Speech Communication, 1991.

Patrick E. Connor, 1982 B.S.E.E., University of Washington; M.S.I.A., Purdue University; Ph.D., University of Washington. Professor of Organization Theory and Behavior, 1982.

Rocco Dal Vera, 1990 B.F.A., United States International University. Instructor of Theatre, 1990.

M. David Daniel, 1988 B.S., Western Oregon State College; J.D., Willamette University. Adjunct Professor of Law. Center for Dispute Resolution, 1988.

Robert C. Dash, 1986 B.A., California State University, San Diego; M.A., California State University, Los Angeles; Ph.D., University of California, Riverside. Associate Professor of Political Science, 1990.

William J. Devery, 1970 B.S., M.S., Ph.D., University of Washington. Professor of Psychology, 1982. (Sabbatical Leave Fall 1991).

David A. Douglass, 1990 B.A., M.A., California State University, Fresno. Assistant Professor of Speech Communication, 1990.

Paule G. Drayton, 1960 B.A., Willamette University; M.A., University of Oregon; D.M.L., Middlebury College. Professor of French, 1980.

Carol A. Drost, 1984 B.A., Kalamazoo College; A.M.L.S., University of Michigan. Associate Librarian, 1987.

J. Michael Dunlap, 1975 B.S., George Fox College; M.A.T., Lewis and Clark College; M.S., Ph.D., University of Oregon. Professor of Computer Science, 1986.

William E. Duvall, 1971 B.A., Whitworth College; M.A., University of Pennsylvania; Ph.D., University of California, Santa Barbara. Professor of History, 1984.

Rosalyn Edelson, 1991 B.A., University of Michigan; M.A., EdD., Columbia University Teachers College. Associate Professor of Education, 1991.

H. Peter Eilers, 1982 B.A., M.A., California State University, San Jose; Ph.D., Oregon State University. Professor of Geography and Environmental Science, 1990.

Ellen M. Eisenberg, 1990 B.A., Carleton College; Ph.D., University of Pennsylvania. Assistant Professor of History, 1990.

Richard Ellis, 1990 B.A., University of California, Santa Cruz; M.A., Ph.D., University of California, Berkeley. Assistant Professor of Political Science, 1990.

Paul Evans, 1990 B.S., Aston University, England; Ph.D., Indiana University. Assistant Professor of Psychology, 1990.

Gustavo Fierro, 1991 B.A., Central University, Ecuador; B.A., Catholic University, Ecuador; M.A., Western Michigan University; M.A., University of California, Los Angeles; Ph.D., Georgetown University. Visiting Professor of Spanish, 1991.

Ludwig M. Fischer, 1980 B.A., University of Regensburg, Germany; M.A., Ph.D., University of Colorado. Associate Professor of German, 1986.

Kenneth C. Fraundorf, 1991 B.A., University of Oregon; M.A., Ph.D., Cornell University. Assistant Professor of Economics, 1991.

James R. Frew, 1984 B.S., Oakland University; M.S., Ph.D., Purdue University. Associate Professor of

Economics, 1984. (Sabbatical Leave Spring 1992).

Germaine L. Fuller, 1986 B.A., Reed College; M.A., University of Oregon; Ph.D., University of Chicago. Assistant Professor of Art, 1986.

Kenneth D. Garland, 1988 B.S., Willamette University; M.P.E., Idaho State University. Instructor of Physical Education and Assistant Football and Baseball Coach, 1988.

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.

Walter M. Gerson, 1973 B.A., M.A., University of Montana; Ph.D., University of Washington. Professor of Sociology, 1973. (Sabbatical Leave 1991-92).

Mary E. Gilbertson, 1975 B.A., Northwestern University; M.L.S., University of Oregon. Acquisitions Librarian, College of Law, 1975.

Louis F. Goble, 1986 B.A., Oberlin College; M.A., Ph.D., University of Pittsburgh. Associate Professor of Philosophy, 1990.

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. Professor of Chemistry, 1988.

Kathy T. Graham, 1977 A.B., University of California, Berkeley; J.D., University of California, Davis. Professor of Law, 1983. Associate Dean, College of Law, 1987.

Jerry Gray, 1990 B.S., Santa Clara University; Ph.D., University of Utah. Assistant Professor of Economics, 1991.

Rose Mary Gray, 1990 B.A., Avila College; M.A., University of Missouri, Kansas City; Ph.D., University of Oregon. Assistant Professor of Education, 1990.

Gwendolyn Griffith, 1988 B.A., Rollins College; J.D., Stanford University. Associate Professor of Law, 1988.

Richard B. Hagedorn, 1984 B.S., Oregon State University; J.D., Willamette University. Professor of Law, 1984.

Elysabeth J. Hall, 1976 B.A., Humboldt State University; M.L.S., University of Oregon. Cataloging Librarian, College of Law, 1976.

R. Samuel Hall, Jr., 1972 A.B., Albion College; M.S., Ph.D., University of Illinois. Professor of Mathematics, 1978.

Karen Hamlin, 1991 B.A., Willamette University; MEd., Ph.D., Oregon State University. Assistant Professor of Education, 1991.

Michael L. Hand, 1979 B.S., Oregon State University; M.S., Ph.D., Iowa State University. Professor of Applied Statistics and Information Systems, 1988.

James S. Hanson, 1976 B.A., Yale University; A.M., Ph.D., Stanford University. Professor of Economics, 1983.

Peter A. Harmer, 1990 B.S., M.S., Ph.D., University of Oregon. Assistant Professor of Physical Education. 1990.

Christopher Harris, 1984 B.Ed., Leeds University, England; M.F.A., University of Wisconsin. Associate Professor of Theatre, 1988.

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. Associate Professor of Political Science, 1986.

Robert H. Hess, 1972 B.F.A., Indiana University; M.F.A., University of Notre Dame. Professor of Art, 1986.

Linda S. Heuser, 1990 B.A., Willamette University; M.A., Ph.D., University of Oregon. Assistant Professor of Sociology, 1990.

Stephen C. Hey, 1982 B.A., Western Illinois University; M.A., University of Northern Colorado; Ph.D., University of Colorado. Associate Professor of Sociology, 1986.

Thomas H. Hibbard, 1973 B.A., Pomona College; Ph.D., Claremont University Center Graduate School. Professor of Economics, 1980. (Sabbatical Leave 1991-92).

Eric M. Holmes, 1989 B.A., Duke University; J.D., University of North Carolina, Chapel Hill; L.L.M., J.S.D.,

Columbia University. Professor of Law, 1989.

Norman J. Hudak, 1961 B.A., DePauw University; Ph.D., Cornell University. Professor of Chemistry, 1965.

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.

Todd S. Hutton, 1990 A.B., Davidson College; M.Ed., University of Florida; Ph.D., Duke University. Vice President for Academic Administration, 1990.

Yowko Ichioka-Richardson, 1984 B.A., University of California, Berkeley; M.A., University of Hawaii; Ph.D., University of California, Berkeley. Instructor of Japanese, 1984.

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Alan Goudy, Executive Officer,
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***Grace Goudy**, Portland, OR

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***Mark O. Hatfield**, United States
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Susan Corcoran Hayes, Seattle, WA

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Guy F. Atkinson Co., Menlo Park, CA

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Henry Hewitt, Attorney at Law,
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Jerry E. Hudson, President, Willamette University, Salem, OR

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Jay F. Kent, Physician, Portland, OR

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Peter Kremer, President, The Kremer Company, Newport Beach, CA

Eric Lindauer, Attorney at Law, Salem, OR

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Douglas McGregor, Wilsonville, OR

Joan McNamara, Budget Supervisor, Bonneville Power Administration, Portland, OR

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Robert W. Nunn, Attorney at Law, Portland, OR

Norma Paulus, Oregon Superintendent of Public Instruction, Salem, OR

Gary D. Powell, Minister, The United Methodist Church, Silverton, OR

George Rives, Attorney at Law, Newberg, OR

Stuart J. Shelk, Jr., Managing General Partner, Ochoco Lumber Co., Powell Butte, OR

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Robert F. Smith, United States Congressman, Washington, D.C.

Patricia Smullin, President, California-Oregon Broadcasting, Medford, OR

***Howard B. Somers**, A.G. Edwards & Sons, Inc., Portland, OR

***L.B. Staver**, Portland, OR

Thomas B. Stoel, Attorney at Law, Portland, OR

William Swindells, President and Chief Executive Officer, Willamette Industries Inc., Portland, OR

Mark Teppola, President, National Builders Hardware Co., Portland, OR

Katherine Tomera, Minister, Morningside United Methodist Church, Salem, OR

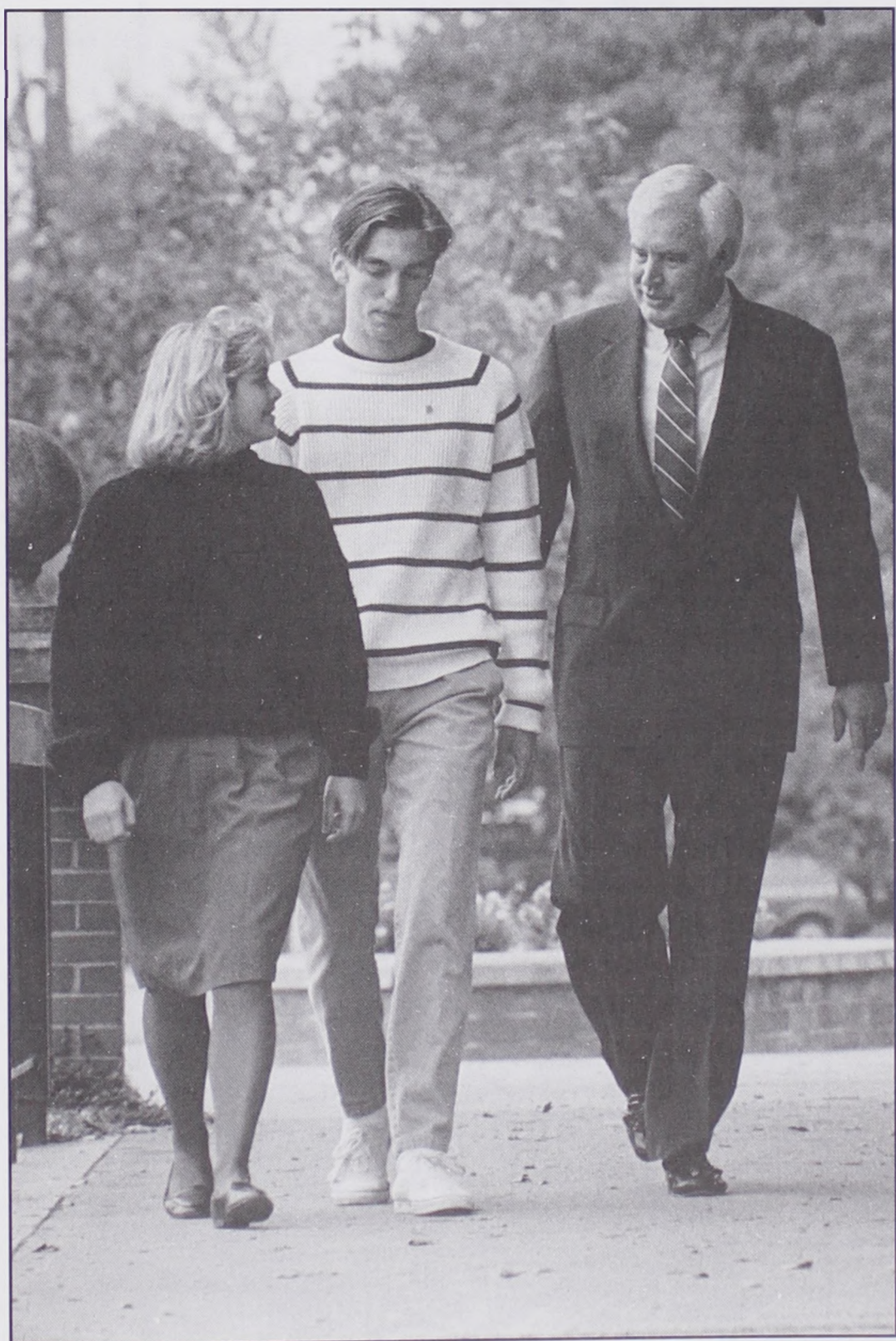
Allan Voigt, Thousand Palms, CA

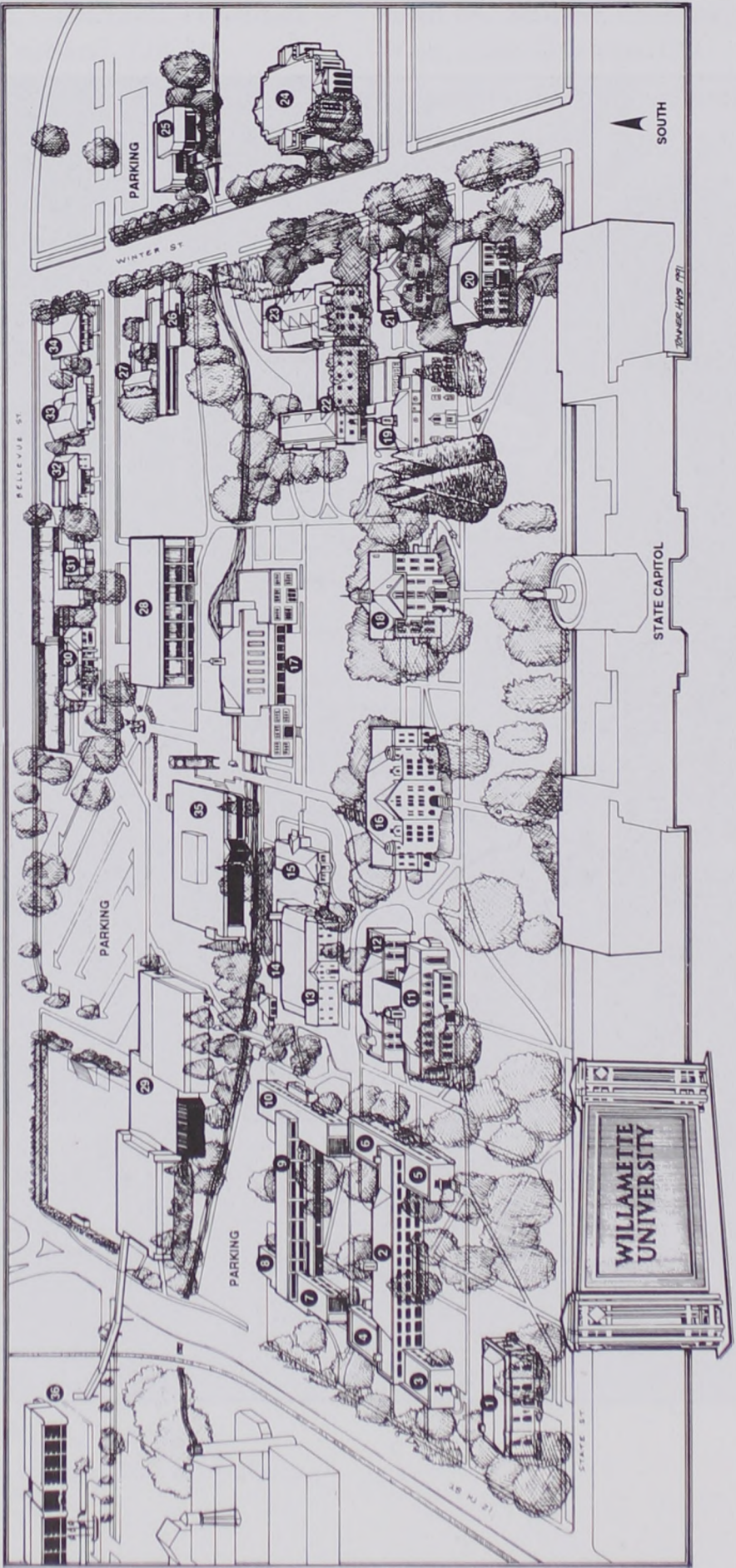
William B. Webber, Tigard, OR

Carol Whipple, Owner and Manager, Rocking-C Ranch, Elkton, OR

Loren C. Winterscheid, Assistant to the Dean for Risk Management and Special Projects, University of Washington Hospital, Mercer Island, WA

**Life Member*





CAMPUS MAP

1. **Gatke Hall** 1938, education department, named in honor of Willamette historian and professor Robert M. Gatke, 1968.
2. **Baxter Hall** 1948, coed, 115 residents, named in honor of Dr. Bruce R. Baxter, president of Willamette from 1934-40.
3. **Metanoia House** 1948, coed, 32 residents.
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, 95 residents, named in honor of professor James T. Matthews.
10. **Belknap Hall** 1961, coed, 75 residents, named in honor of Dr. Lewis Franklin Belknap, prominent Methodist minister.
11. **Smullin Hall** 1988, named for Oregon and California broadcasting executive William B. Smullin '29. Formerly the University library, 1938, departments of political science, economics, psychology, sociology, speech, mathematics, and computer science; office of the Dean of the College of Liberal Arts.
12. **Walton Hall** 1967, foreign languages, named in honor of the financier William S. Walton.
13. **Willamette Playhouse** 1923, converted from gymnasium use in 1974 for theatre productions, renovated, 1979. Kresge Theatre, Arena Theatre, theatre department.
14. **Maintenance Shops** 1946 & 1969.
15. **Bishop Center** 1955, medical services, counseling, career planning, registrar, named in honor of C. P. and Fannie K. Bishop.
16. **Eaton Hall** 1909, history, religion, English, sociology and anthropology, philosophy, renovated 1982, a gift of A. E. Eaton.
17. **Smith Auditorium and Fine Arts Building** 1955, 1250-seat auditorium, music department, named in 1970 in honor of President Emeritus G. Herbert Smith who served Willamette from 1942-69.
18. **Waller Hall** 1867, Cone Chapel, oldest building on campus, named in honor of the Rev. Alvan Waller, a former business agent Willamette who raised funds for the building. Offices of the President, university relations, alumni relations, news and publications, word processing, chaplain, business affairs.
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, office of some law administrators.
22. **Doney Hall** 1955, with wing addition in 1967, coed, 110 residents, named in honor of Willamette President and Mrs. Carl Gregg Doney (president 1915-34). Basement houses the office of food service.
23. **Lausanne Hall** 1920, coed, 120 residents, intensive study, 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, Atkinson Graduate School of Management.
26. **York House** 1959, named in honor of Emily J. York, Willamette's first graduate in 1859. Coed, 24 residents.
27. **Lee House** 1959, coed graduate housing for 24, named in honor of Lucy Anna Lee, only daughter of founder Jason Lee.
28. **Putnam University Center** 1970, student government, bookstore, lounge, snack bar, conference rooms, Willamette Bistro, offices of admission, and financial aid. 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 Hinkle Gymnasium, natatorium, handball and racquetball courts,
30. **Willamette International Studies House (WISH)** 1965, coed, 37 residents.
31. **Alpha Chi Omega** national sorority 1967 (chapter founded in 1944), 48 women.
32. **Delta Gamma** national sorority 1967 (chapter founded in 1945), 48 women.
33. **Pi Beta Phi** national sorority 1963 (chapter founded in 1944), 47 women.
34. **Shepard House** 1963, coed, 46 residents, named in honor of the first teacher in the Oregon Mission.
35. **Mark O. Hatfield Library** 1986, dedicated in honor of Oregon's senior senator, a Willamette alumnus, teacher, administrator, and life trustee.
36. **Tokyo International University of America** 1989, branch campus of Tokyo International University in Japan; 117 Japanese students; Kaneko Hall residence for TIUA and Willamette students, 200 residents.

CALENDAR

FALL SEMESTER, 1991

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 23 End of first half semester courses.

October 24 Beginning of second half semester courses.

October 25 Mid Semester Day—NO CLASSES

November 6 Last day to drop full semester courses. 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, 1992

- January 20** Registration for new students and for returning students who did not complete Advance Class Selection.
- January 21** Classes begin.
- February 1** One hundred fiftieth anniversary of the founding of the University.
- February 3** 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 21** Last day to drop first half semester courses.
- March 10** End of first half semester courses.
- March 11** Beginning of second half semester courses.
- March 31** 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 20** Spring Vacation begins at 5:00 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.

FALL SEMESTER, 1992

August 29 Residence Halls open for new students. Orientation begins.

September 1 Registration for returning students who did not complete Advance Class Selection, from 8:00 a.m.-Noon. CLASSES BEGIN AT 8:00 a.m.

September 7 Labor Day.

September 14 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 21 End of first half semester courses.

October 22 Beginning of second half semester courses.

October 23 Mid Semester Day—NO CLASSES.

November 4 Last day to add second half semester courses. Last day to drop second half semester courses without a W appearing on 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 at 5:00 p.m.

November 30 Thanksgiving Vacation ends at 8:00 a.m.

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, 1993

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 fifty-first anniversary of the founding of the University. 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 9 End of first half semester courses.

March 10 Beginning of second half semester courses.

March 19 Spring Vacation begins at 5:00 p.m.

March 29 Spring Vacation ends at 8:00 a.m.

March 30 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.

April 2 Last day to drop full semester courses.

April 12 Academic Advising for Fall Semester begins.

April 16 Last day to drop second half semester courses.

April 24 Advance Class Selection for Fall Semester.

May 4 Classes End.

May 5-6 Study Days.

May 7 Semester Final Examinations begin.

May 9 Study Day.

May 12 Semester Final Examinations end.

May 16 Baccalaureate and Commencement—All Colleges.

FALL SEMESTER, 1993

August 28 Residence Halls open for new students. Orientation begins.

August 31 Registration for returning students who did not complete Advance Class Selection, from 8:00 a.m.-Noon. CLASSES BEGIN AT 8:00 a.m.

September 6 Labor Day.

September 13 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 1 Last day to drop first half semester courses.

October 20 End of first half semester courses.

October 21 Beginning of second half semester courses.

October 22 Mid Semester Day—NO CLASSES.

November 3 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 5 Last day to drop full semester courses.

November 18 Academic Advising for Spring Semester begins.

November 19 Last day to drop second half semester courses.

November 24 Thanksgiving Vacation begins at 5:00 p.m.

November 29 Thanksgiving Vacation ends at 8:00 a.m.

December 4 Advance Class Selection for Spring Semester.

December 10 Classes End.

December 11-12 Study Days.

December 13 Semester Final Examinations begin.

December 15 Study Day.

December 18 Semester Final Examinations end. Christmas Vacation begins.

SPRING SEMESTER, 1994

January 17 Registration for new students and for returning students who did not complete Advance Class Selection.

January 18 Classes begin.

January 31 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 fifty-second anniversary of the founding of the University.

February 18 Last day to drop first half semester courses.

March 8 End of first half semester courses.

March 9 Beginning of second half semester courses.

March 18 Spring Vacation begins at 5:00 p.m.

March 28 Spring Vacation ends at 8:00 a.m.

March 29 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.

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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